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ABSTRACT

This manual has been prepared by the Cooperative Work Experience Specialist of the Instructional Services Division of Oregon, with the help of other work experience coordinators, to serve as a guide for teachers, coordinators, counselors, and community leaders who are responsible for establishing secondary and post-secondary cooperative work experience education programs. This booklet outlines factors to consider for implementing a program, planning procedures, responsibilities of the participants (school staff, employers, student trainees, parents), and the minimum criteria needed to qualify for state reimbursement. Much of the material in this manual is derived from the California State Department of Education "Handbook on Work Experience Education." This document is 3-hole punched for easy insertion into a ring binder. A wide range of resource materials is included. (AG)

ED 068678

COOPERATIVE WORK EXPERIENCE

VT012176

COORDINATORS' MANUAL

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COOPERATIVE WORK EXPERIENCE COORDINATORS' MANUAL

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FOREWORD

Cooperative work experience is an integral part of comprehensive education on the secondary and post-secondary levels. This concept is not new. However, now as never before, implementation of cooperative work experience as a natural complement to the classroom or laboratory part of the vocational program is most essential. One without the other results in incomplete vocational education experience for the student preparing to enter the world of work today.

Basic to the success of a cooperative work experience program are the willingness of businessmen and civic leaders to provide work stations related to the career interests of students, and the wholehearted cooperation of parents.

In order to achieve this kind of community support, school staffs and occupational advisory committees, with the assistance of a designated coordinator, will need to work together from the very early stages of planning.

DALE PARNELL
Superintendent of Public Instruction

PREFACE

This manual has been prepared by the Cooperative Work Experience Specialist of the Instructional Services Division to serve as a guide for teachers, coordinators, counselors, and community leaders who may have a direct responsibility for establishing cooperative work experience education programs. Its purpose is to assure careful planning and proper supervision and coordination.

Information contained here should prove valuable to school and community college people, businessmen, and parents who want to gain a better understanding of the philosophy underlying cooperative work experience education programs. It outlines factors which need to be considered before implementing a program, steps to be taken in the planning stages, responsibilities of the various participants (school staff, employers, student trainees, parents), and the minimum criteria requisite to qualifying for state reimbursement.

The manual was developed with the help of successful cooperative work experience coordinators who have spent years in the field developing their own programs.

Special recognition is given to the California State Department of Education *Handbook on Work Experience Education* from which much of the material contained in this manual is derived.

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CHAPTER 1

COOPERATIVE WORK EXPERIENCE EDUCATION

The employment of students has long been of interest to school administrators in Oregon and elsewhere. The favorable climate for youth employment has made it possible for local educational agencies to develop a wide variety of programs involving the work environment. Both general education and vocational education outcomes have been realized through these programs.

Three interrelated factors affect the structure of supervised cooperative work experience programs in the high school. These include:

1. The specific experience needs of a selected occupational cluster.
2. The extent to which the school is able to provide for such needs.
3. The occupational opportunities available through local industry.

An occupation requiring a strong foundation in related subject matter assumes a school-centered posture. In such instances, on-the-job supervised work experience might be limited to a few highly specialized experiences necessary for the occupational objective. At the opposite extreme is the program requiring a wide range of experiences available only in the occupational environment. Here the emphasis shifts to on-the-job experience in addition to selected, related subject matter. Because of the wide range of occupational opportunities in industry, a program might assume either of these divergent patterns or any degree between.

KINDS OF SUPERVISED WORK EXPERIENCE

Because of the variety of purposes of work experience education and the diversity of needs among students and communities served by such programs, it becomes advisable for schools to divide work experience education into three classifications: *exploratory work experience education, general work experience education, and cooperative work experience education.* Each type is initiated and controlled by the school and coordinated by school personnel. The specific purposes of each vary, however, and a single school may not necessarily provide for all three types.

Exploratory Work Experience Education is essentially a guidance program. Students spend specified hours of school time at a variety of jobs, either in or out of school, to find out about the kinds of work for which they might be suited in terms of interests, aptitudes, and temperament. During this time, they are given opportunities to observe and to participate in a variety of activities. It is not intended that students do any extensive amount of productive work. They may receive limited school credit. Close supervision is provided by the school to insure that students are not exploited.

Exploratory Work Experience Education should be limited to one or two semesters and closely coordinated with the guidance and counseling program in the school. The SUTOE (Self-Understanding Through Occupational Exploration) guide developed by the Oregon Board of Education is an excellent source of detailed information about various types of exploratory work experience education.

General Work Experience Education gives teenage boys or girls maturing experiences and provides an income through supervised part-time employment that will help them to become productive, responsible individuals. This part-time work need not be related to the occupational goals of the students and no related instruction is provided in the classroom.

Students may work either in the school or in public or private establishments outside the school. All or part of the work may be done during school hours. Minimum wage and hour requirements must be met.

Cooperative Work Experience Education is an approved, reimbursable vocational education program and the only one currently eligible for federal vocational funds. Students are employed in occupations directly related to their career choices and their vocational courses. Thus, their work experience becomes a practical laboratory for reinforcing the in-school occupational education. Students receive both pay and school credit for their work.

The degree of specialization provided in a cooperative work experience program will depend upon whether it is offered through a high school or a community college. In the community college students are preparing for specific occupations and there are, logically, more highly specialized work experience opportunities provided. Typical cooperative work experience programs in community colleges provide

experiences in law enforcement, fire protection, real estate, health occupations, and other specialized areas. High school programs, on the other hand, would normally be geared to one or more of the occupational clusters and would offer a broader, less specialized, range of experiences for the student trainee. Following are *examples* of occupational cluster programs, including references to specific employment opportunities related to each cluster.

The agriculture cluster curriculum is comprised of the group of related courses or units of subject matter which organize learning experiences concerned with preparation for occupations related to production, supplies, mechanization, processing, resources, services, ornamental horticulture, and forestry. An agricultural occupation may include one or any combination of these functions. Productive projects, land laboratory activities and cooperative work experience are all key parts of the total program in agriculture. Future Farmers of America (FFA) Chapters and related leadership training and supervised occupational experience programs are significant integral activities which aid agricultural education in making contributions to the total development of pupils.

The accounting bookkeeping cluster curriculum in high school is not presumed to be adequate preparation for an accounting position, but it does provide a basis on which a career can be built. The curriculum should include such courses as bookkeeping, business machines, business mathematics, and communications. It is recommended that a cooperative work experience program be established when possible.

The general clerical cluster provides training for a multitude of office occupations. Four specific categories which can be identified are clerk-typist, receptionist, key punch operator, and general clerk. Courses that are emphasized in this cluster are typewriting, record-keeping, office machines, data processing, communications, personal grooming, and office procedures. It is recommended that a cooperative work experience program be established when possible.

The steno-secretarial cluster curriculum emphasizes the manual skills that are a major requirement of secretarial occupations – typing, shorthand, operation of office machines, etc. Instruction should also be given in the areas of grooming, social behavior, business mathematics, business organization, communications, and office procedures. Wherever possible a cooperative work experience program should be included in the curriculum. Formation of a local chapter of the Future Business Leaders of America is encouraged as a youth organization for the three clusters in office occupations.

The mechanical and repair cluster curriculum is designed to prepare students for entry-level employment or continued education in the broad group of occupations related to mechanics. The curriculum includes study and skill development in mechanical systems, electrical systems, fluid power systems, inspection and testing, hand and power tools, mechanical maintenance techniques, and related communication skills. It is recommended that cooperative work experience be a part of the curriculum when possible.

The metals cluster curriculum is designed to prepare students for entry-level employment or continued education in the broad group of occupations related to the metals field. The curriculum includes study and skill development in hot metals, including foundry, electric arc welding, acetylene brazing and cutting, electric arc-air cutting, inert gas welding, heat treating, and metallurgy; machine processes, including metal removal, boring and drilling, metal cutting; sheet and bar metal fabrication including wrought metal, sheet metal, and bench metal; and in related communication skills. It is recommended that cooperative work experience be a part of the curriculum when possible.

The electricity-electronics cluster curriculum is designed to prepare students for entry-level employment or continued education in the broad group of occupations related to the electrical-electroncis field. The curriculum includes the skills and knowledge needed in electron theory, including safety, circuit definitions, basic laws, batteries, circuit analysis, magnetic and electromagnetic principles, inductance and capacitance, transmission of power, mechanical theory, testing devices and instruments, electromechanical maintenance, and related communication skills. It is recommended that cooperative work experience be a part of the curriculum when possible.

The construction cluster curriculum is designed to prepare students for entry-level employment or continued education in the broad group of occupations related to the building construction field. The curriculum includes instruction in measurement, layout, take off, properties and characteristics of materials, methods of structural support, manufacturing processes of building, planning and

design, application of tools and machines, fabrication processes and procedures, applications of building materials related to building design and construction methods, and related communications skills. It is recommended that cooperative work experience be a part of the curriculum when possible. Vocational Industrial Clubs of America is recommended as an integral part of the four clusters in trade and industry.

The marketing cluster curriculum (distributive education) includes various combinations of subject matter and learning experiences related to performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer. These activities include selling, and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research, and management. The curriculum is designed to prepare individuals to enter, or improve competencies in distributive occupations in such areas as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities and communications. Emphasis is on the development of attitudes, skills, and understanding related to marketing, merchandising, and management.

Integral parts of distributive education programs are the related activities provided through the Distributive Education Clubs of America, supervised cooperative work experience, and projects related to students' career goals.

The health occupations cluster curriculum is concerned with developing knowledge, understandings, and skills required to support the health professions. Instruction is organized to prepare students for entry-level employment or more specialized training in health diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understandings and skills essential to provide care and health services to patients.

A large number of the health occupations require post-secondary preparation and are governed by licensure, certification, or registration and regulations administered by professional organizations or legally constituted authorities in the States. Therefore, it is important that educators know these standards in order to plan appropriate learning experiences for students. Because of the decreasing number of entry-level jobs available upon graduation from high school and a large number of new and emerging occupations in the health field, exploratory experience as an integral part of the health occupations curriculum is recommmended. Provision should be made for students to explore several health occupations related to their occupational objective and the broad scope of career opportunities in the health field.

The food service cluster curriculum is designed to prepare students for entry-level employment in a broad cluster of occupations in institutional and commercial food services. The curriculum identifies the concepts needed in managing, preparing, and serving food. Knowledge and skills in communications, human relationships, safety, sanitation and cleaning functions should be included. A local chapter of the Future Homemakers of America is recommended as a youth organization reinforcing the objectives of the food service cluster.

A diversified occupations program, although not based upon a career cluster, does combine classroom instruction with cooperative work experience to help the student prepare for a chosen career objective. It provides an opportunity for the students to explore career interests in occupational fields which the regular high school curriculum does not cover. How to find employment, composition of the labor market, development of desirable habits and attitudes toward work, seminar type activities which involve students and employers, guest speakers, and appropriate field trips are a few of the multitude of meaningful class topics and activities that make for a high quality cooperative work experience program in Diversified Occupations.

A unit of credit is given for a regularly scheduled class in Diversified Occupations and a unit of credit is given for the work experience relating to the career interest of the student. As with other "coop" work experience programs students are paid for work performed either during or after regular school hours. The total program is one full year in length with work experience and related instruction running concurrently.

CHARACTERISTICS COMMON TO ALL COOPERATIVE WORK EXPERIENCE PROGRAMS

1. Open to 11th and 12th grade students – usually seniors. Also open to community college students.
2. Employment related to occupational interest of student.
3. Student receives related vocational instruction at school.
4. Employment limited to occupations approved by the school.
5. A pattern of organized on-the-job training is followed.
6. A related work experience class or seminar is provided.
7. Student learners are employed in conformity with child labor laws and regulations.
8. Hours of work may vary. A total of 450-500 hours is desirable.
9. Vocationally qualified coordinator supervises program.
10. Coordinator is allowed adequate time to coordinate.
11. Extended contract for summer responsibilities of coordinator is provided.
12. Students are dismissed early so part of work experience occurs during school hours.
13. School credit is given for work experience.
14. Program direction is provided by an employer-employee advisory committee.
15. Written training agreement between each student, employer, coordinator, and parent is on file at school.
16. Trainee receives at least the minimum wage for productive work performed.
17. Student placement and follow-up provided by counselor and coordinator.
18. Periodic program evaluation is conducted by an outside source.
19. Program is well publicized in the school and community.

CHAPTER II

WHAT FACTORS MUST BE CONSIDERED BEFORE STARTING A WORK EXPERIENCE EDUCATION PROGRAM?

HOW ARE STUDENT NEEDS DETERMINED?

A valuable indication of student need for work experience education is the extent to which students are already employed in the community. Any school district contemplating the establishment of a program of this type should know not only the number of students already employed at part-time jobs but also the nature of these jobs and as many additional facts as possible concerning their employment. Employed students should be queried as to whether or not they feel that they could profit from classroom or individual instruction that would either give them additional skills in the field in which they are working or help in solving various types of problems they have on the job, or both.

Specifically, answers to the following questions should be sought:

1. How many students currently work at part-time jobs?
2. What are the current occupational goals of the students?
3. What are the students' plans for their education upon leaving high school?
4. Do many of them have problems that might necessitate their leaving high school before graduation, and if so, what are they?
5. Do students now working have problems on the job that they need assistance in solving?
6. Do students now working feel that they could profit from related instruction?
7. How many students must help their families financially?

Several devices may be used to obtain information concerning student needs and interests. Surveys may be made by means of formal questionnaires, or information may be obtained by counselors as they work with students during registration or regular counseling interviews.

An additional device that has proved to be effective both for discovering existing interest and for building up interest where it does not exist is the assembly program in the school. An assembly program might include guest speakers from local businesses or industry, films showing various types of job opportunities, and presentations by school personnel related to the proposed work experience education program. At the termination of such a program, questionnaires requesting information regarding student interest and need may be distributed to students. If assembly programs cannot be held, proposed programs may be explained to students in home rooms or in appropriate classes, and questionnaires distributed following these explanations.

HOW ARE COMMUNITY NEEDS DETERMINED

Information should be obtained concerning the needs of a community for work experience education, attitudes toward work experience for students, and the availability of work stations. Several devices may be used to obtain such information. A survey may be conducted among businessmen in the community using formal questionnaires mailed to all individuals believed to be possible participants in the program, informal interviews conducted by school personnel, or a combination of both. When both questionnaire and interview are used, the interview is usually a follow-up to the questionnaire. It is often desirable to test the proposed questionnaire form with a sample group within the community before the survey is started.

In addition to obtaining the desired information from individual employers, school personnel may obtain information from various civic groups within the community. Through the cooperation and assistance of such groups, a large number of individuals may be acquainted with the nature and purpose of the survey and their support may be enlisted. Some school districts have found that an advisory committee, made up of a representative group of employers within the community, can give assistance and direction to such a survey.

Answers to the following specific questions concerning community needs, attitudes, and facilities should be sought:

1. Are employers interested in having the school establish a work experience education program?
2. Would employers cooperate if such a program were established?

3. Is there a labor shortage in the community?
4. In what areas of employment does this shortage exist?
5. How many student employees could be used immediately and for how many would there be a continuous and increasing need?
6. Is there a need for employees with a specific type of training, and if so, what type?
7. Are the existing needs found in an area of employment which a school work experience education program could serve?
8. Is there an adequate number of potential work stations in the community?

HOW ARE ATTITUDES OF SCHOOL PERSONNEL DETERMINED

School administrators considering the establishment of a work experience education program should discuss the proposed program with all administrators and teachers in an effort to discover their attitudes toward such a program. This may be done on an individual basis or in groups. At this time, a thorough explanation of the proposed program or programs should be given to avoid possible misunderstanding.

WHAT FINANCIAL CONSIDERATIONS ARE INVOLVED?

As school districts plan the establishment of work experience education programs, they should consider all of the financial aspects of the operation. There are costs involved in the operation of such programs that are in excess of the costs of operating the regular classroom programs. In some instances, these may be compensated for by the fact that students enrolled in work experience education do not require school housing during the hours that they are at work. Costs include clerical service, office supplies, and mileage for supervisory visits. If the coordinator uses his own car, costs of insurance may also be involved. Mileage allowances will vary but will be greater in districts in which work stations are scattered over a large geographic area. Also, the number of supervisory visits may vary. In any case, these costs are not large.

Inasmuch as work experience education is especially prevalent in the summer months there is much to be said for providing extended contracts for work experience coordinators to supervise the summer program and plan for the coming school year.

WHAT ABOUT NONPAID WORK EXPERIENCE?

Cooperative work experience needs to be as closely related to an on-the-job situation as possible. A commercial enterprise exists to realize a profit. It thus seems logical to expect an employee who is productive to be paid a monetary wage for his contribution toward the monetary gain of his employer. In short, where a genuine employer-employee relationship exists, a wage is paid for productive effort and unproductive effort results in termination.

A variation of a "coop" program may occur when exploratory activities are planned in which the student becomes a "student learner" on the job. The major emphasis of the employer and school coordinator will be to afford the student an optimal opportunity to be exposed to the language of the occupation, safety factors, general operational procedures, equipment use (and to some degree its operation), habits and attitudes relating to the occupation, and associated occupational opportunities. Of course the student learner may become productive as he masters the tasks assigned him. However, productivity should be an incidental consideration because the primary purpose is exploration.

Usually the nonpaid work exploration experiences are scheduled during regular school hours. In rare instances the student learner will work after school, but if this is contemplated it would be well to seek the advice of the Wage and Hour Division of the Oregon Bureau of Labor.

If a student wishes to continue working after school each day for no pay, his work must be considered by the school as part of the daily school schedule for that student. Also, the work experience coordinator must continue to be on the job, available for, if not directly involved in supervision of students working after school.

A proper approach to the whole question of work with or without pay might to be provide exploratory work experience opportunities for students in grades 7-10 with emphasis on exploration and not on employee productivity. At the secondary and post-secondary levels students should be paid for productive work.

The principal determinant of a successful work exploration or work experience program is not whether the student trainee is paid or nonpaid. The

crucial questions are:

1. How well is the student being supervised and taught by the employer?
2. How well does the school coordinator oversee the program?
3. To what extent are student occupational objectives being furthered by work experience?

It would be wise to avoid having arrangements which place some students in paid employment and others in unpaid employment. This inconsistency may well cause many problems for employers, students, and the work experience coordinator.

Finally, no school work experience program should operate without having available a vocational advisory committee made up of representative members of the business community. The school personnel responsible for the work experience program should ask for and follow suggestions made by the advisory committee concerning policy and many other facets of a comprehensive meaningful work experience program.

CHAPTER III

WHAT STEPS SHOULD BE TAKEN IN PLANNING?

Extensive planning is necessary if the operation of a work experience education program is to be successful. If a lay advisory committee has been in operation, it could assist the school district with planning. If no advisory committee exists, one should be appointed.

DETERMINING PERSONNEL NEEDS

Supervisory Personnel. Of major concern is provision for personnel to provide general supervision and coordination for the program. The number of individuals employed for coordination activities varies, depending upon the size of the district, school, or program. School districts with work experience education programs operating in several schools may find it necessary to employ a coordinator for general supervision of all programs. In some small schools, or in schools with limited work experience education programs, coordination may be a part-time activity of a teacher in one of the vocational programs. Insofar as it is possible the vocational instructor should be involved in the work experience education of his students.

Qualifications of the Coordinator. An individual who is to succeed as a coordinator must possess a certain combination of skills, training, and experience. He must have the education, experience, and credentials needed to conduct the related classes. He must have an occupational background sufficiently wide to give him an adequate understanding of the areas of employment in which the students he is supervising are employed. He must have the personality to meet successfully large numbers of people, including employers in many types of establishments, students of varying skills and personalities, and fellow workers within the school system. He must be a person of good judgment, since numerous aspects of work experience education cannot readily be reduced to a few clear-cut rules.

Any school district considering an applicant for the job of a coordinator should consider the following points:

1. How much experience has he had as a wage earner in a business or industry and/or in owning and operating a business or industry?
2. What is his educational background?
3. What teaching experience has he had?
4. What affiliations and community contacts does he have and into what community activities do his avocational interests take him?
5. Does he appear to have the personality traits that would be necessary to get along successfully with many types of people?
6. Is he well known in the community?

Work Load of the Coordinator. Because of the varying patterns and practices of cooperative work experience education programs, it is often difficult to determine the number of students to be assigned. However, it is generally believed that coordinators should be assigned, on a full-time equivalent basis, 45 to 60 students. It is recognized that local conditions and the demands of program expansion will necessitate adjustments in these ratios. In a beginning program of work experience education, however, it is particularly important that the number of students in the ratio *not* exceed the optimum.

Many factors must be taken into consideration in determining the coordinator's work load:

1. What type of work experience education is to be conducted?
2. Is placement of the students made by the coordinator or by some other assigned person or agency?
3. What distance is traveled by the coordinator between school and students' work stations?
4. How many different employers must the coordinator visit?
5. Is the secretarial help allocated to the coordinator sufficient to handle the work experience education program?
6. Is there a specific provision for related class instruction?
7. What type of community advisory group is to be used?

Clerical Assistance and Office Accommodations. Adequate clerical assistance should be provided in any school operating a work experience education program because a certain number of records and reports are needed in a program of this type and time is required to process them.

Sufficient office space should be provided within the school to house professional and clerical personnel. There should be adequate space for files and records. The coordinator should have privacy for individual conferences. Because of the extensive use that work experience education personnel make of the telephone in such activities as student placement and supervision, it is important that the coordinator have access to a direct line telephone or equivalent service.

PLANNING RELATED INSTRUCTION

If students are to obtain the educational benefits from cooperative work experience education indicated in Chapter I, their job experiences should be supplemented by and correlated with formal classroom instruction on a regularly scheduled basis. Such related instruction is part of the work experience education program, and it usually takes place during the semester in which students are enrolled in the program and are working for a job. Making provision for such instruction is of major importance. As plans are developed, decisions must be made concerning course content and instructional materials, types of projects to be assigned students if classroom instruction cannot be arranged, coordinator's or teachers' schedules, and classroom facilities.

The major objectives of related instruction are:

1. The development of attitudes, knowledge, and understandings appropriate to employment generally.
2. The development of specific skills related to a chosen occupation.

A great variety of areas should be covered: employer-employee relations, techniques of applying for a job, development of good work habits, personal appearance and grooming, development of responsibility, occupational information, the value and use of money, the value of education, laws and regulations affecting the worker, social security, income tax, banking, insurance, housing, community service, related technical information pertinent to their on-the-job experiences, and the like. (See Appendix B for sample course outline.) In addition to studying subjects such as those listed above, students in a class of this type should have every opportunity to make both oral and written reports of their experiences on the job.

A careful review should be made of the needs of students and employers before the content of related instruction is finally determined. The advisory committee should be consulted concerning curriculum content.

Scheduling Related Instruction and Work Experience. The scheduling should remain flexible, allowing for the type of program, the needs of the students enrolled in it, the organization of the school schedule, and the demands of the employer. Students attend classes of related instruction at least five periods a week throughout the semester. All or part of this may be given in regular vocational classes or in general education classes where the capitalization upon the work experiences of students will make the material being presented more relevant.

Arranging Classrooms. Whereas the type of program planned will dictate a certain amount of specialization, a number of factors common to most cooperative programs provide a basis for planning the related instruction classroom. Specialized equipment and special purpose facilities will generally be provided by the on-job environment. The related classroom should have at least one and preferably several separated conference rooms for individual or small group project activities. If the teacher-coordinator's office is designed properly with adequate space, it may also be used for this purpose. Tables with multi-seating are preferable to desk arrangements. Ample storage space for student projects is essential. Detailed information on necessary facilities for a specific cluster related program is included in the cluster guides available through the Career Education Division of the Oregon Board of Education. Also, program specialists in occupational areas are available for consultation.

Determining School Credit. The amount of credit given will vary according to the policy of the school district, type of work experience, and the degree to which the program is tied in with a class of related instruction. A generally accepted practice is to allow one credit for the related class based upon an average attendance of five hours per week and one or more credits for on-the-job experience based on a careful assessment of the scope of learning experiences provided.

In determining school credit, it should be noted that hours worked as part of a work experience education program beyond the regular school day are considered to be equivalent to hours of work during the school day. It is recommended that 15 hours of work per week be provided as a minimum realistic work experience schedule. Care should be taken to assure that students are not penalized or discouraged from enrolling in such programs, a situation which could

arise if appropriate credit is not given.

Establishing an Advisory Committee. Work experience education is an educational activity shared by the school and the community. Therefore, an advisory committee composed of employers, employees, other citizens in a community, and individuals closely associated with education can provide valuable guidance. Such a group appointed in the initial stages of the program is extremely helpful in establishing good will and understanding among all participants and in developing acceptance and support of the program by employers. The advisory committee can give valuable service by reviewing the plans for a work experience education program and evaluating program operation.

Checklist for School Administrators

1. What do you want the proposed committee to do?
   a. Plan a course
   b. Set up standards for a proposed course
   c. Make a community survey for a new course
   d. Evaluate an existing course
   e. Recruit teachers for an existing course
   f. Improve part-time courses
   g. Give financial support
   h. Influence legislation for the school
2. Have you planned for organizing your committee?
   a. By reading your State Plan and understanding the rules governing the use of committees
   b. By gaining school board approval for establishing a committee
   c. By choosing the proper school representative
   d. By deciding whether it is to be a general, departmental, or craft committee
   e. By deciding how large a field your committee is to cover
3. Have you prepared for the selection of members?
   a. By deciding the proper number of members
   b. By approaching representative organizations for suggestions
   c. By making your own list of suitable members
      (1) Respected
      (2) Experienced
      (3) Well-balanced
      (4) Able to give time
      (5) Full of ideas
   d. By reviewing the candidates of representative organizations and selecting the members you prefer
4. Have you prepared for your first meeting?
   a. By gaining complete information on your problem from outside sources
   b. By letters of invitation to prospective members, explaining the powers of advisory committees
   c. By deciding a permanent and convenient place of meeting
   d. By arranging for clerical help in record-keeping and minute-taking
   e. By preparing a full agenda
   f. By preparing a talk on the purpose and powers of the committee
   g. By arranging for election of a chairman
5. Have you prepared for smooth running of committee meetings?
   a. By prompt distribution of former meeting minutes and recommendations
   b. By full and complete agendas for each meeting
   c. By regular meetings
   d. By frequent checks against the list of agreed objectives
   e. By prompt discussion and decision on recommendations of the committee
   f. By prompt presentation to the committee of the results of school decisions
   g. By adherence to rules agreed on by the committee for its organization
   h. By the periodic choice of new members
   i. By orienting new members into the purpose of the committee
   j. By inviting the committee to meet school personnel and students

Specific Functions of an Advisory Committee. The function of an advisory committee will be determined by the specific purpose for which the committee is selected. A clear statement of the functions and limitations of an advisory committee on work experience education should be set forth in the plan of operation for the program. It has been stated that: "Of greatest importance is the understanding by the committee that its functions are *only advisory* in character, and that its responsibility is to the school board. It has no administrative or policy-forming power. The good committee will make suggestions on policy and procedure, but the source of its authority is the local governing board."

The advisory committee may:

1. Assist with **community surveys** by determining data needed, collecting data, interpreting data, and making recommendations.
2. **Determine instructional needs** by informing school district personnel concerning current requirements of business and industry. School district personnel must design instructional programs that will enable learners to meet these requirements.
3. Provide advice concerning **physical facilities and instructional equipment**.
4. Suggest criteria pertaining to employer expectation to be used as a guide in the **selection of students** entering the program. The advisory committee may assist employers in identifying realistic expectations but school district personnel must provide guidance which relates these expectations to learner potential.
5. Assist with **recruitment of teachers** by advising school personnel concerning qualifications and criteria for judging teacher competency, and by identifying people with competencies necessary for teaching.
6. **Assist teachers** to maintain an instructional program that is consistent with current accepted occupational practices. Working with an advisory committee may contribute to teacher growth.
7. Assist learners in **procurement** commensurate with their potentiality. Members of the advisory committee may serve as liaison for feedback from employers to school district personnel.

Committee Membership. The number of members on various advisory committees may vary from six to nine depending on the purpose of that committee. The committee membership should be representative of the agencies, institutions, business and labor that may contribute most to committee purposes.

Assuring Committee Success. The success of any advisory committee depends largely upon the ability of the school representative who works with it. Several points should be remembered:

1. New members of an advisory committee should be informed concerning the total operation of the work experience program.
2. Because all committee members are volunteers, care should be taken regarding the number and types of tasks given to them. They should be given specific duties and problems, however, so they feel that their efforts are worthwhile.
3. Members should be allowed adequate time to complete their committee assignments.
4. Members should be kept abreast of current developments within the program, particularly within the field of their specific interests.
5. Members should be kept abreast with all school activities relating to the program.

THE PLAN OF OPERATION

Programs should conform to a plan adopted by the district and submitted to the Oregon Board of Education for approval. Project proposal forms for cooperative work experience education programs are available upon request from the Oregon Board of Education.*

Content of the Plan. The exact nature of the plan is the responsibility of the local school district; it should be written in the manner that is most appropriate for the particular type of program involved. However, it must set forth a systematic design that can be put into operation, and it should be sufficiently detailed to be completely understood by all concerned with the program.

The following items of information are to be included:

1. Official name of the district
2. Correct address
3. Date of application
4. The name of the chief administrative officer
5. A statement concerning the date on which the governing board of the district officially adopted the proposed plan
6. The name of the person, with position and title, submitting the application
7. The school year in which the proposed plan will become operative, if approved.

Plan Approval. Plans must be submitted to the Oregon Board of Education, in triplicate, at least one month prior to the date on which the program is to begin.

**Plan for the Administration and Operation of a Work Experience Education Program.* (See Appendix.)

A few distinctions should be made at this point as to the various programs of cooperative work experience education and the appropriate manner of requesting program approval.

1. If a cluster program is being initiated which includes cooperative work experience (and it should), the proposal should be sent to the appropriate program specialist. Oregon Board of Education approval is required only when a program is initiated. Funding is on a per-student base. Use forms VE-66 and VE-67 for original proposal submissions.
2. If there is a desire to expand or to add a new dimension to existing cooperative work experience programs, send the proposal to the Cooperative Work Experience Specialist of the Oregon Board of Education. Again, Oregon Board of Education approval is required only when changes are initiated. Thereafter, they would be considered part of ongoing programs, and reimbursement would be on a per-student base. Initial funding *could* be up to 100 percent of the amount requested. Use form VE-93 for original proposal submissions.
3. If a diversified occupations program is to be initiated, use form VE-67 and send it to the Cooperative Work Experience Specialist.

Amending the Plan. Amendments should be adopted by the school board and submitted to the Oregon Board of Education for approval.

PUBLICIZING THE PROGRAM

A planned program of public relations will aid in winning public acceptance and support. (See Chapter VII for details.) At this stage, the coordinating teacher should begin planning the initial promotion of and publicity for the program, determining:

1. What groups should be reached?
2. What will they need to know?
3. What media should be used?

Listed below are some of the groups that a good public relations program should reach:

1. The school, including all students, faculty, administrative and guidance personnel.
2. The community, including parents and PTA groups, civic organizations, Chamber of Commerce and other businessmen's associations, labor organizations, former students, and the general public.
3. State and federal legislators, the State Department of Education, other interested state agencies, and state and national associations.

Some of the significant aspects of the cooperative program that should be interpreted to the various publics are enumerated below:

1. General and specific objectives of the program.
2. Benefits to students, school, employers, and the community.
3. General training plans.
4. Procedure for selecting students.
5. Procedure for selecting training stations and sponsors.
6. The club program.
7. Accomplishments and major events.

To gain acceptance and support of the work experience program through good public relations, the coordinating teacher should strive to:

1. Offer good classroom teaching and effective coordination to insure contented students and satisfied graduates.
2. Maintain a clean and attractive department.
3. Use bulletin boards, display cases, and posters.
4. Sponsor school assembly programs.
5. Participate in Career Day and Career Night activities, National Education Week, and similar activities.
6. Hold open house and tours for various groups.
7. Report class and student activities in the school newspaper.
8. Report class and student activities in local and regional newspapers, and on radio and television.
9. Prepare and distribute informative brochures, newsletters, booklets, blotters, or calendars describing the program.
10. Use slides, films, and movies.
11. Visit with parents.
12. Visit training stations frequently.
13. Speak to business, labor, civic, and parent groups.
14. Sponsor an annual employer-employee banquet.

15. Use the advisory or steering committee in gaining program acceptance and support.

16. Cooperate with other work experience programs in the community, i.e., Neighborhood Youth Corps, MDTA, Work Study, Community Action Programs.

CHAPTER IV

RESPONSIBILITIES OF THE SCHOOL COORDINATOR

Coordination of a cooperative work experience education program is primarily the responsibility of the school. Programs can succeed only when the learner's activities, both in the school and at work, are coordinated to assure maximum learning.

In any description of the activities involved in coordination, confusion often results from interchangeable use of the terms "coordination" and "supervision." To eliminate confusion, the term "coordinator" is used throughout this handbook to designate the school employee who has over-all responsibility for administration and coordination of the work experience education program and to whom the student in such a program is at all times responsible. The word "supervision" is used to designate the type of supervision that is involved in on-the-job training. During the time that the student is working on the job, he is under the immediate supervision of the appropriate employee of the business or industrial establishment in which he is employed. Obviously, this immediate supervision must be provided by the employer and not the school employee.

A coordinator of a cooperative work experience education program has a wide variety of duties. If he assumes his job as a new program is being established, he will, no doubt, plan an important part in the preliminary community and school survey described in Chapter III. (See also Appendix A, "Suggested Organizational Procedures for a New Cooperative Work Experience Program.") If, however, he assumes his duties with a program that has been in operation for some time, he probably will begin by finding and approving work stations. Other duties include drawing up training agreements, working with students and employers on the job, in-school conferences, related instruction classes, and evaluation of student performance.

SELECTING WORK STATIONS

One of the major tasks of a coordinator is finding work stations. He must know the needs, interests, and abilities of the student and must attempt to match the student and the job.

Finding Work Stations. Some students may find their own jobs, probably prior to enrollment in a program. In this case, the student may request that he be allowed to keep his job and enroll for work experience education credit. When such a request is made, it is the coordinator's responsibility to visit the student's place of employment and his employer to determine whether or not the job provides a work situation that is suitable for work experience credit. However, if the student wishes to enroll in a work experience education program and has not already found a job, it is the coordinator's responsibility to help him find a work station that is suitable for his particular needs.

Work stations can be located through community surveys and through direct contact and solicitation of employers. The coordinator may also obtain the assistance of other school personnel and advisory committees, the school placement office, if one exists, youth employment services and various community groups interested in the welfare of youth, special committees of service clubs and other civic organizations, the Bureau of Labor, and the State Employment Service.

Among the many occupational areas in which work experience education students could be employed are the following:

Automotive mechanics and repair
Bookkeeping
Buying
Clerking
Dental service
Drafting
Electricity and electronics
Feed and seed preparation
Food trades
Forestry
General office work
Hotel service
Interior decorating
Landscape gardening
Health service
Nursery work

As agreements are reached with employers for the establishment of work stations, a file may be established recording complete information necessary for student placement and for future reference.

STANDARDS FOR WORK STATIONS

Work stations should be selected which meet the

following criteria:

1. The employer is in sympathy with the educational objective of providing work experience for the pupil.
2. The employer knows of the intent and purpose of the work experience education program and is in sympathy with it.
3. The work station offers a reasonable probability of continuous employment for the pupil during the period for which he is enrolled.
4. The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.
5. Working conditions will not endanger the health, safety, welfare, or morals of students.
6. The employer will provide adequate supervision and a planned program of student job activities that assures maximum educational benefit.
7. The employer, as required by law, will provide adequate compensation insurance.
8. The employer will maintain accurate records of student attendance.

In addition, the following factors should be considered by the coordinator and the advisory committee when a work station is selected:

1. Are wages comparable to those paid for similar occupations in the community?
2. Is the work station conveniently located with respect to the student, the school, and the coordinator?
3. What is the reputation of the employer within the community?
4. Does the employer select his employees carefully?
5. Will the job provide training in all appropriate phases of the occupation rather than in routine activities only?
6. Will the job provide a sufficient number of hours of profitable training?
7. Does the job provide training in an occupational area in which a beginner would have a reasonable chance of finding full-time employment upon graduation, if he should so desire?
8. Are the tasks to be performed on the job within the range of the student's ability but at the same time difficult enough to provide a challenge?
9. Are there labor bargaining agreements which affect work experience education students? Also, what are the state or local licensing requirements and regulations to be followed?

DRAWING UP THE TRAINING AGREEMENT

A written statement of the agreement between employer and coordinator concerning establishment of a work station is usually advisable.

Preliminary Interpretation. Before the training agreement is drawn up, the coordinator should discuss the program with the employer in detail and should make certain that the employer clearly understands the aims and objectives of the program and its advantages not only to himself and the student but also to the school and community. It is also the coordinator's responsibility to make certain that the employer understands his obligations in providing such experience. It should be pointed out to the employer that work experience education students may be potential full-time employees and that, if they prove to be satisfactory during the time they are enrolled in the program, he may wish to keep them on in permanent positions. The coordinator must also make certain that the employer understands the legal obligations involved and his liabilities for providing insurance protection for the students within his employ.

The Training Agreement. Any training agreement should contain the purposes of the work experience education program and an indication of the responsibilities of all concerned: the employer, the school, the student, and the parents. One agreement form may be prepared for signatures of all concerned, or a separate agreement may be prepared for parents. Sample training agreements used in some Oregon school districts are shown in Appendix C.

Specifically, the following points should be set forth:

1. The duties of the student.
2. The number of hours the students is to devote to the job.
3. The responsibilities of the student in such matters as:
   a. Notifying the employer in case of unavoidable absence.
   b. Keeping the safety rules.
   c. Observing business etiquette.
   d. Cooperating with his supervisor on the job.
   e. Attending school regularly.

4. The responsibilities of the employer for:
   a. Training and supervising the student.
   b. Providing the student with a variety of learning experiences.
   c. Recording the student's attendance and keeping the coordinator informed as to his conduct on the job and his progress in learning the job.
   d. Complying with wage and hour laws and safety regulations and providing adequate insurance.
5. The responsibilities of the school for:
   a. Providing overall supervision and coordination of the total program.
   b. Providing a related instruction class.
   c. Selecting capable students who will profit from the program and be a credit to the school.
   d. Assisting the student in obtaining a work permit.
   e. Assisting the student in obtaining a social security number.
6. The responsibility of the parents for:
   a. Cooperating with those coordinating the program.
   b. Assisting and encouraging their children in carrying out the duties and responsibilities of the job.

SELECTING STUDENTS FOR PARTICIPATION

Major responsibility for selection and placement of students rests with the coordinator, working in cooperation with each student's counselor. Every effort should be made to choose students with care and to place them in the jobs at which the maximum learning can take place. Misplacement of students in jobs for which they are unsuited or which are beyond or below their level of ability may nullify the educational benefits.

Before admitting any student to a work experience education program, the coordinator should interview him personally. Prior to this interview, the coordinator should consult with the student's counselor and check the student's abilities, deficiencies, and potentialities. The counselor should also familiarize himself with the student's family situation. The student's occupational and educational goals and needs must be discussed with him. The coordinator may find it desirable to give vocational aptitude and interest tests to work experience education applicants, particularly those seeking admission to vocational programs.

Coordinators should obtain the assistance of all staff members who are acquainted with the student, as well as members of the guidance staff. Approval from the parents as well as from appropriate school personnel is required before the student is finally enrolled.

Primary consideration must be given to the legal regulations governing the employment of minors. Because of legal restrictions, students under 16 are rarely eligible for work experience programs. Most high schools make this a requirement, but in unusual situations, younger students are accepted into some programs. Some schools may require that students be at a certain grade level, but age is more often the deciding factor.

The coordinator should ask himself the following kinds of questions about the student before making a final decision to admit him to a work experience education program:

1. Are the student's abilities such that he will be able to perform the job to which he is assigned?
2. Is the student genuinely interested in work experience education?
3. Does the student have a satisfactory record in school?
4. Is the student sufficiently mature to profit from the training?
5. Is the student prompt and dependable?
6. Does the student use his own initiative?
7. Is the student neat and well groomed?
8. Is the student of legal age for employment?
9. Does the student have good health?
10. Is the student furthering his particular education and/or vocational needs by enrolling in work experience education?

Students should be admitted to the program on the basis of occupational objectives and potential for achieving competency.

Because of the wide variety of jobs found in the various types of work experience education programs, scholastic requirements for students may vary. It has been found in general practice that a student must be in good standing in his regular school program before being chosen for work experience education.

Building Student Interest. When a work experience education program is first established in a school, student interest in the program can be aroused

through counselors' interviews, class discussions, assemblies, bulletin board announcements, articles in the school paper, and brochures. The program should also be explained to parents individually or in groups in order that they may be properly and sufficiently informed to assist their children in the decision to enroll. Students should not be encouraged to enroll, however, unless they show a definite interest in and enthusiasm for the program.

Working with Student. A large share of the time of any work experience education coordinator is spent working with the student and his employer. The coordinator should prepare the student properly for the job before he reports for duty and should visit him on the job. Both the student's employment and the instruction related to it must be coordinated in such a way as to assure the accomplishment of the purposes of the program.

After the student has enrolled in a work experience education program, the coordinator should give him as much preparation as possible before he actually begins work on the job. In some cases, it may be desirable for the coordinator to prepare an analysis of the duties involved in the job and to explain them carefully to the student. The student who understands thoroughly what is expected of him has the best chance for success on the job. The coordinator should point out to the student the importance of the work experience program to the school and to the community, as well as to the student. The coordinator should also make it clear to the student that his success on the job will be a credit to all concerned.

Before the student goes to work, the coordinator must make certain that the student understands school attendance laws and the hours he is to be on the job. The coordinator should assist him in obtaining a work permit and a social security number.

The assistance that a coordinator gives to the student on the job and the frequency and length of his visits to the place of the student's employment vary greatly depending upon several factors. If, for example, the student is employed in a large establishment, which has a well-organized training program, it is not likely that the coordinator will visit the student frequently. If there is no training, however, and the student is left on his own most of the time, the coordinator may spend more time with him on the job.

Another factor that determines the amount of assistance that a coordinator gives to a student is the student's familiarity with his duties. A student confronted with tasks for which he has had little or no training will, no doubt, require more assistance from the coordinator. Personality is also a factor, for even if he is new to the job, a bright, aggressive student usually can work out solutions to problems without too much assistance. The student load and other duties of the coordinator further determine the amount of supervision.

The coordinator usually will be required to spend more time with the student during the first weeks on the job. During this time, and throughout the student's employment, the coordinator can be of great assistance by discussing the demands of the job and the special requirements of his particular employer with the student either in a school conference or in a related instruction class.

It is generally recommended that the coordinator observe a student on the job *at least* once a month.

In-School Conferences and Related Instruction. Throughout the time that a student is enrolled in a work experience education program, he will encounter many problems on which he has need for advice and counsel. The coordinator should allow time in his schedule for discussing these problems with him. Such conferences not only give the student a chance to ask the coordinator for advice but also give the coordinator an occasion to point out certain ways in which the student can improve his job performance. Consultation with the student at school should take place as many times as necessary. As in the case of visits to the job, the frequency of such conferences depends upon the student load of the coordinator and the needs of individual students.

It is the coordinator who carries the major responsibility for the class of related instruction. He is usually responsible for conducting a class on problems of a general nature related to employment and for preparing a course outline or writing a manual of instruction. In the case of classes that provide instruction in specific job skills, such as those usually related to vocational work experience education, the classroom instruction may be provided by the coordinator or by a teacher who is a specialist in the area concerned.

Evaluating and Grading. One of the coordinator's major responsibilities is the evaluation of the student's work both on the job and in the related instruction. One grade shall be given for the work on the job and another for related instruction. Evaluation should be made on a regular, systematic basis in cooperation with the student's employer. The coordinator

may find that the employer will make a more thorough evaluation of the student's work if he is provided with a rating sheet. This device not only indicates to the employer the points he should evaluate but also makes it possible for him to take more time to make his evaluation. It is the coordinator's responsibility to explain the use of the rating sheets to the employer and to explain that a student's skills should be rated in relation to those of other students and not to those of more experienced workers. The student's job performance should be rated by the person most familiar with his work.

Evaluation includes, in addition to the assignment of a grade and the awarding of credit, a determination as to whether or not the student shall remain in the program if he so desires. If the evaluation is to provide its maximum benefit, the coordinator should discuss it with the student and explain each point to him.

Obtain, as a minimum, information concerning the following aspects of the student's performance:

1. Dependability
2. Cooperation
3. Personal appearance
4. Judgment
5. Self confidence
6. Initiative
7. Speed
8. Accuracy
9. Ability to learn
10. Ability to get along with others

A written evaluation of a student's progress generally should be made at least once during each half-semester. Some schools, however, evaluate work experience education students as often as once a week. More common practice is for two or three such ratings to be made each semester. Frequent evaluation is valuable because it gives the coordinator an opportunity to observe facets of the student's performance that should be corrected or improved and, in turn, to devote time either in class or in personal school conferences to accomplishing necessary correction or improvement.

WORKING WITH THE EMPLOYER

The coordinator contacts the employer on many occasions. Several purposes must be accomplished during such visits. At the beginning of the student's employment, the coordinator should observe the training methods used by the student's immediate supervisor. If he feels that the methods could be improved, he should discuss the matter with the employer. It may be necessary to remind the employer and the student's immediate supervisor of the purposes and objectives of the work experience education program. The coordinator should also make certain that the employer is meeting his legal obligations in such matters as permits to employ, minimum wages, and providing adequate insurance protection.

The coordinator should become familiar with the employer's management policies and should make every effort to make the employer aware of the close relationship between the student's job and his school program. One of the most important purposes for which the coordinator contacts the employer is to secure his evaluation of the student's work. (See below.)

School districts may find it desirable to prepare and distribute to employers a handbook containing information concerning the purposes and operation of the program. This handbook should contain detailed suggestions concerning the supervision of work experience education students.

Many factors must be taken into consideration in deciding how often the coordinator should visit the place of employment. Included are the employer's attitudes toward visits from the coordinator, the success of the student on the job, the geographical location of the place of employment, and the confidence the coordinator has in the job supervision and the way in which the employer is living up to his part of the work experience education agreement. As was the case in determining the number of in-school contacts and on-the-job visits with the student, the student load carried by the coordinator is a determining factor in the frequency of visits to the place of employment.

It is generally recommended that the coordinator consult with the student's immediate supervisor at least four times per semester.

Procedures for Termination. Coordinators should make every effort to place students only on jobs that will be continuous throughout the semester. If for unforseen reasons, however, a job should be terminated during the semester, a serious problem may arise. Suggested solutions to this problem include:

1. Finding another job for the student as soon as possible.
2. Assigning the student additional related projects,

either as part of his related instruction class or as a special assignment.

3. Assigning the student to another class if the job loss occurs early in the semester.

No serious problem arises in cases in which the student has already worked a sufficient number of hours to have earned credit for the course and in which the student already has earned more credits than he needs for graduation.

KEEPING AND MAINTAINING RECORDS

All districts should keep complete and continuous records of each student's job performance and performance in the class in which he receives instruction related to his job. Such records are based on reports made by employers, coordinators, and students. The success of a work experience education program may well depend upon the adequacy and regularity with which reports are made and the system by which records are maintained.

What records are required for a work experience program?

1. The type of work experience in which each pupil is enrolled.
2. Work permits issued, if applicable.
3. Employer's reports of pupil attendance and performance on the job.
4. Coordinator's reports of his observations of students.
5. Coordinator's reports of consultations with employers.
6. Coordinator's ratings of pupils, including grades.
7. Signed copies of all training agreements. (See Appendix.)

Also included in the records of each student should be the name of the course, the amount of credit awarded, the total number of verified hours worked, and a brief explanation of the job performed, unless its nature is well known. Both the coordinator's and employer's reports of the student's work should include information concerning the student's attitudes, aptitudes, and quality of work. Records of a student's work experience education should be entered into his permanent cumulative record.

Samples of some of the forms used for surveys, personal data, interviews, personnel requisitions, contact cards, employers' reports, coordinator's reports, and many others are included in Appendix C.

ADVISABILITY OF EXTENDED CONTRACT

Because of the variety and types of duties involved in the operation of a work experience education program, the coordinator's contract should extend beyond the regular school year.

The coordinator will be involved during the summer in locating work stations, checking student attendance and scholastic records, participating in preregistration activities, counseling students, meeting with advisory committees, evaluating the program, and following up former students.

In some programs, a period of two weeks at the end of the school year and two weeks before the start of the fall semester may be adequate for carrying out these duties. However, in programs in which a coordinator must obtain work stations during the summer, it may be necessary for him to be employed for a 12-month year.

CHAPTER V

WHAT ARE THE RESPONSIBILITIES OF THE EMPLOYER IN THE OPERATION OF A WORK EXPERIENCE EDUCATION PROGRAM?

The employer who accepts a work experience education student as an employee assumes a definite responsibility toward that student and toward the work experience education program. These responsibilities are set forth in the training agreement. They include:

1. Supervising the student's work on the job
2. Providing him with the necessary training on the job
3. Giving him an opportunity to learn a variety of tasks related to his employment
4. Evaluating his work.

In carrying out his responsibilities, the employer works in cooperation with the work experience education coordinator or the school person employed for overall supervision of the program.

SUPERVISORY AND TRAINING RESPONSIBILITIES

The major responsibility for the immediate supervision of the student's work on the job rests with the employer or the person he assigns to serve as supervisor of the student worker. The amount and nature of supervision and training vary, of course, with each individual student and with each different job situation. If the student is hired to perform tasks that he already possesses the ability to perform, little supervision will be required. If the student must perform tasks with which he is not familiar, however, the supervisor will find it necessary to devote more time to his training.

Not only will it be necessary to give him initial training, but it may also be necessary to follow up this training with close supervision as new tasks arise.

In addition to supervising and training the student, the supervisor or company personnel officer should explain the company's organization, personnel and management policies, and employee benefit program. He should explain the deductions, such as social security and insurance, that will be made from his pay check, how they are figured, and what benefits are derived from them. Time spent in this way is helpful in making the student feel that he has a place in the business or industry.

All cooperative work experience education students need assistance in adjusting to their status as a worker and in learning the disciplines of the job. Individuals responsible for supervising such students should realize that, in addition to the usual consideration given to adult workers as they begin a job, special considerations should be given to young workers, who are in a stage between youth and adulthood. They should be understood, taught, encouraged, and respected.

UNDERSTAND THEM

They are growing up physically and mentally.
They have learning ability but lack judgment.
They are striving for independence but feel insecure.
They want to conform yet value their individuality.

TEACH THEM

Make your orders clear and concise.
Start them on jobs they can do quickly and well.
Teach them safe practices.
Answer their questions and explain their mistakes.

ENCOURAGE THEM

Make them welcome.
Praise them when they deserve it.
Help them stand on their own feet.
Show them your enthusiasm.

RESPECT THEM

Listen to their ideas.
Give them responsibility when they can take it.
Help them find opportunities for teaching and education.
Promote them when you can.

The employer should be urged to consult with the coordinator in all matters regarding the student's supervision and training in order that jointly they may plan ways of improving his learning. The employer should keep the coordinator informed concerning the student's conduct on the job and his progress in learning the job. If major problems involving the student arise on the job, the employer should contact the coordinator immediately.

It is the employer's responsibility to keep a record of the student's attendance.

It is the employer's responsibility to work with the coordinator in evaluating the student's work on the job. As indicated in Chapter IV, evaluation is made on a systematic basis. The coordinator of the program usually provides the employer with a rating sheet, which he requests the employer to use in evaluating the student. When the coordinator visits the work station, he should discuss the evaluation of the student with the employer and/or the student's immediate supervisor and the student.

Employers have certain legal obligations toward the work experience education students they employ. These obligations are stipulated in federal, state, and local regulations. Employers must be aware of these obligations and meet them at all times. Further information on this matter is presented in Chapter VI.

CHAPTER VI
WHAT ARE THE LEGAL RESPONSIBILITIES INVOLVED?

Work experience education programs must be operated in conformity with federal, state, and local laws and regulations. Both the letter and the spirit of existing laws and regulations must be followed. The coordinator or other individual responsible for the operation of a work experience education program must understand thoroughly all laws and regulations that pertain to the employment of minors. He should know the source of information on all legal matters and should maintain a complete file of publications that include these laws and their interpretations. Coordinators operating work experience education programs that are reimbursed from federal vocational education funds must be familiar with those sections of the Oregon Plan for Vocational Education that apply.

In addition to possessing complete and current information on legal matters, the coordinator should assume the responsibility for passing along such information to employers.

FEDERAL AND STATE LAWS

Federal and state laws pertinent to work experience education are complex in nature. They govern age requirements, work permits and permits to employ, minimum wage laws, hours of work, compulsory school attendance, working conditions, and social security. Three federal statutes, the Walsh-Healey Public Contracts Act, the Fair Labor Standards Act, and the Sugar Act of 1948, are designed to protect working minors wherever the federal government has jurisdiction. Wherever both state and federal laws apply, the law setting the higher standard must be observed.

AGE LIMITS AND WORK PERMITS

Any young person who is working for pay at a private business, industry, or nonprofit agency and is between the age of 14-18 needs a work permit. It is *not* necessary to have a job to obtain a work permit. An application is obtained by the student from his school counselor, work experience coordinator, local Bureau of Labor Office, or local Employment Office.

A *permanent* work permit is now issued to students in the form of a plastic card which the student should carry with him. It is all the student needs to begin work immediately.

If a student has *not* had a work permit issued to him in Oregon, it will also be necessary to submit a birth certificate, baptismal certificate, or life insurance policy at least one year old to establish proof of age.

The employer needs to send in a completed Employer's Certificate to the Wage and Hour Division within 48 hours of employing a student. The school principal *no longer* needs to send in written approval for early dismissal of a student worker who is at least 16 years of age.

1. In what kind of work may a young person be employed who is under 14 years of age?
   a. Usually he may not obtain a work permit, necessary for employment, until the age of 14. Under 14 years of age, a young person may work in noncommercial kinds of employment such as yard work, child care for neighbors, berrypicking, and various other services for individual home dwellers. No employment is permitted during school hours in most cases.
2. In what kind of work may a young person be employed who is 14 or 15 years of age?
   a. A young person 14 or 15 may work in retail, food services, and gasoline establishments.
   NOTE: There are some specifications as to what a 14- or 15-year-old may *not* do within these listed occupations, such as operation of power-driven equipment, working with lifting apparatus, etc. Also, there are a number of listed kinds of employment, many considered hazardous, which are off limits to a 14- or 15-year-old child. Send for "A Guide to Child Labor Provisions–1969 Revision,"* for complete details.
   b. A 14- or 15-year-old person may work in agriculturally related employment. He may even operate power-driven farm machinery if there is written evidence from the local county extension agent that the young

*The Wage and Hour Division, U.S. Department of Labor, Labor and Industries Building, Salem, Oregon 97310.

worker is indeed capable of operating such machinery.

Informal training, or home training is *not* acceptable. The child must go through a program approved by the county extension agent. Exception is made if the student is to work for someone in his own immediate family, his parents, or an uncle, etc. Another exception is if the young person is in an approved Vocational Agriculture Program at school and has a written certificate or agreement from the vocational agriculture instructor spelling out the capability of the boy to perform safely and properly work relating to agriculture machinery and equipment. Then this agreement may be presented to the Wage and Hour Commission as proof of his ability and, in this case, negate the need for going through the local county extension agent.

3. What kind of work may be done by a young person who is 16 or 17 years of age?
   a. A young worker age 16 or 17 needs a work permit until he reaches age 18. He may be employed in *any* occupation *other* than a nonagricultural occupation declared hazardous by the Secretary of Labor. There are *no other* restrictions.
   b. There are 17 hazardous occupations so identified and "off limits" for 16- or 17-year-old employees *except* in certain instances. These exceptions exist in Hazardous Occupations Orders: 2, 5, 7, 8, 10, 12, 14, 16, and 17. For the exception to apply the young person must be in an officially recognized apprenticeship program, a student learner enrolled in a cooperative vocational training program under a recognized state or local educational authority, or in a course of study in a substantially similar program conducted by a private school.
   NOTE: Work of the apprentice or student learner which is declared particularly hazardous *must be incidental* to the student's training and *not a major* part thereof.
   c. Permission to employ a student in a hazardous occupation does not preclude the necessity for a student work permit from the Wage and Hour Division of the Oregon Bureau of Labor.

It is also important that the student have Training Agreements on file at school and with his employer, including employer assurance that any work of a hazardous nature will be minimal and that proper safety practices will be employed in protecting the student worker. Training Agreements stating the general responsibilities of each participant are recommended in *all* school-sponsored work experience programs.

4. In what kinds of work may a young person be employed who is 18 years of age?
   There are no restrictions. No work permit required.

HOURS OF WORK

1. Generally, a young person under 14 years of age will not be working except as indicated in the previous section and therefore legal restrictions concerning hours of work do not apply.
2. Workers who are 14 or 15 years old may *not* be employed for wages during school hours *unless* they are in a work training program conducted under Part B of Title I of the Economic Opportunity Act of 1964. In this case, the employer must have on file a written agreement, signed by the representative of the Bureau of Work Programs, wherein the hours, wages, and job description are set forth. This agreement must also be signed by the principal of the school the young worker attends.
   a. Students in this age group may be involved in exploratory nonpaid work experience during school hours, but not in identified hazardous occupations. Close supervision by the employer is mandatory and responsibility for the child generally rests upon the school work experience coordinator and/or principal.
   b. A young person 14 or 15 years old may work:
      (1) During hours from 7 a.m. to 6 p.m. if on a job regulated by State of Oregon. A special permit may be given by the Oregon Wage and Hour Division for the child to work during the hours from 7 p.m.–10 p.m., if his parents, legal guardian, or employer state in writing that he will be furnished transportation home from his job.

      (2) From 7 a.m. to 7 p.m. if the job is regulated by federal standards (Interstate

Commerce–related work experience). The enrollee may work until 9 p.m. during the summer from June 1 through Labor Day. (Time depends on local standards.)

(3) In *any* case *no more* than:

4 hours a day on school days
28 hours a week during school weeks
8 hours a day on nonschool days
40 hours a week during nonschool weeks

3. Workers 16 to 17 years old:
   a. May work eight hours maximum during a 24-hour day.
   b. May work at any time during this period (although during the school year, transportation home by parent, guardian, or employer should be provided if the worker will violate any existing local curfew law by furnishing his own transportation home).
   c. May work up to 44 hours in any given week.
4. For workers who are 18 years or older there are no restrictions by the Wage and Hour Commission, but school authorities may impose restrictions if students are still enrolled in high school at the time of employment.

WAGES

1. If a student is under age 18, he is *now* covered by the Oregon minimum wage law. The employee under 18 is paid a minimum wage of at least $1 per hour. A comprehensive description of working conditions prescribed by industry for employees who are minors may be obtained from the Wage and Hour Division.
2. If the employee is 18 years of age or over, he must be paid at least $1.25 per hour.
3. If a young worker is engaged in employment involving interstate commerce *or* in any business grossing $250,000 yearly or more, the federal minimum wage applies, *and* to *all* age levels. The federal minimum wage is $1.60 per hour.
4. If any wage is paid, it must *not* be a portion of the appropriate minimum but rather the full minimum hourly wage unless a *student learner's permit* is obtained from the Federal Wage and Hour Commission. In this case 75 percent of the federal minimum wage may be paid temporarily in those businesses falling under the jurisdiction of the Federal Wage and Hour Commission. Two other exceptions to paying the full minimum wage in firms covered by the Federal Wage and Hour Commission would be:
   a. A *full-time student certificate* allowing payment of 85 percent of the minimum wage to students employed in agriculture, and retail or service establishments.
   b. A *student worker certificate* allowing payment of 75 percent of the minimum wage to students employed by an educational agency or institution.
5. It is possible for a school district to pay part of the appropriate minimum and the employer to pay the balance, as long as the worker gets the total minimum wage due him for his work.
6. If a student 16-18 years of age is released from school to work for *no* pay, it must be in a business grossing $250,000 yearly or less. Otherwise the worker comes under the federal wage minimum of $1.60 per hour (with exception in Number 4). If the business *does* gross *over* $250,000, students may still work for no pay under the following conditions:
   a. No promise of future employment.
   b. More "in the way" than productive.
   c. *Not* replacing another worker.
   d. *No pay.*
   e. Maximum participation is 1 semester.
   f. Works two to three hours at a time.

INSURANCE

1. Paid Employment. Workmen's Compensation must be provided for all employees in any business in Oregon employing one worker or more. This, of course, would cover a student working on a job for pay. The employer pays the

premiums for such coverage. Personal injury and liability for injury to other workers are covered. Damage to equipment, etc., is covered through other insurance carried by the employer.

2. Nonpaid Employment. Inasmuch as all public schools in Oregon must provide Workmen's Compensation for their employees through the State Accident Insurance Fund, any student employed in a work experience nonpay situation must have the same coverage as any other school employee and premiums for the student worker are to be paid by the school on the basis of $2.50 per hour worked by that student, even though in fact he is not being paid any wages. If a young person works in the cafeteria he is covered through the school and the cost is determined on a basis of wages equalling 50 cents per meal. Also, before such coverage will be provided by State Workmen's Compensation, an inclusive list of nonpaid student workers and a clear description of the duties they will perform must be sent to: Director of Policy Holders Services Division, State Accident Insurance Fund, Labor and Industries Building, Salem, Oregon 97310.

   Approval must be given *before* Workmen's Compensation will be in force for these nonpaid workers. This coverage by the State Accident Insurance Fund for nonpaid minors, when approved by the Director's office, falls under Section No. 656033 under Oregon Revised Statutes of Workmen's Compensation Laws. If any deletions or additions are made from the original list of trainees submitted, this information must immediately be forwarded to the Director of the State Accident Insurance Fund.

GOVERNMENT AGENCY EMPLOYMENT

Wage and hour regulations cannot be enforced in any city, county, state, or federal agencies. It is not even mandatory to have a work permit for employment at one of these agencies. It is up to the agency involved to determine working conditions, insurance coverage, wages, etc. One exception of course is that regulations pertaining to hazardous occupations and young workers still apply.

EMPLOYER PROTECTION

1. If the student is paid a wage, an employer/employee relationship exists in fact. The Workmen's Compensation normally carried by the employer, in addition to his employer liability insurance, would cover the young worker the same as any other employee.

2. If the students are not paid, the school must submit its list of students and their individual job descriptions for approval by the State Accident Insurance Fund *before* coverage is in effect. Once approval is given, the student trainee, through coverage provided by the school, has recourse in case of accident to the State Accident Insurance Fund. If there is some negligence on the part of the employer or his staff, then the employer is protected through his public liability insurance (in addition to Workmen's Compensation). Most employers carry public liability insurance. However, and this is important, before a young nonpaid worker is placed in a training station, the employer should be told that his public liability insurance should be in effect for his protection. Usually it will be and this will reassure him. There is no additional cost to him for this protection if he has it in force.

JURISDICTION OVER STUDENT WORKERS

1. If a young person is working on a nonpaid job during school hours (or after school hours if it is part of his school schedule), the school has jurisdiction. However, if the school supervisor *is not* available after school, the trainee falls under the jurisdiction of the Wage and Hour Commission and a work permit must be obtained and wages must be paid for after-school employment. The point is that *during* "school hours" the program of the trainee is considered an educational program and falls under complete jurisdiction of school authorities, *except* where Hazardous Occupations Orders apply. After school, students fall under the regulations of the Wage and Hour Division.

UNEMPLOYMENT COMPENSATION

The employer pays into a trust fund for those unemployed workers who are determined to be both eligible and subsequently are approved by the Employment Division which handles all unemployment insurance.

The amount of his contribution into this trust fund depends upon the number and amount of claims filed and paid eligible applicants who are or were his

employees for the *previous* calendar year. Employer payments into the trust fund this year are contingent upon claims paid during the previous calendar year.

If claims are approved by the Employment Division and the claimant is enrolled full time in an approved program identified as vocational, and if those so enrolled are being prepared to obtain gainful employment in recognized occupations, the employer *is not* penalized in the form of a higher rate of contribution for these employees. It is as if these employees had never filed a claim insofar as the employer payment rate is concerned. Incidentally, the Employment Division retains the right to determine who is identified as being vocationally enrolled and eligible for compensation.

Those claimants considered to be in vocational training will virtually always be post-high school in standing. Students in high school are there for the prime purpose of obtaining a diploma. They are not basically in the position of having to earn a livelihood and compete in the labor market with those who are more advanced in training and experience. Therefore, high school students rarely will be identified as eligible for unemployment compensation on the basis of being enrolled in a vocational training program, or for any other reason, while they are pursuing their high school education.

In the summer, students are viewed as any other workers. They must find employment of their choice within about six weeks or take such employment as is offered by the Employment Service.

Eligibility for unemployment compensation is contingent upon a person having worked for twenty weeks at an average of $20.00 weekly for a total minimum of $700. After that the Employment Division considers additional information on each applicant for payment. Each case is considered on an individual basis, high school students excepted.

An interesting situation arises when a student in his senior year of high school has been employed and finds employment with another employer upon graduation. After working on the second job the young person terminates or is terminated. He files for unemployment compensation. If he is awarded benefits, the payment rate for each employer may be affected, depending on how long the claimant worked for each employer and when. If an adjustment occurred each employer would be charged proportionately.

This will not happen often. Should it come up, there are means by which an individual employer may often be relieved.

SOURCE MATERIALS

1. For answers to questions on Workmen's Compensation insurance coverage write to the Director of Policy Holders Services Division, State Accident Insurance Fund, Labor and Industries Building, Salem, Oregon 97310. Materials available include:

   "Information Manual on Workmen's Compensation Insurance"
   Information sheet pertaining to nonpaid student trainees on a work experience program and Legislative House Bill No. 1325 entitled "Work Experience Program Enrolled House Bill No. 1325"
   "Current Schedule of Workmen's Compensation Benefits"
   "State of Oregon Workmen's Compensation Board Compensation Tables"

2. Wage and Hour Division source materials can be obtained by writing to Wage and Hour Division, Room 115, Labor and Industries Building, Salem, Oregon 97310.
   Materials available include:

   "A Guide to Child Labor Provisions of the Fair Labor Standards Act"
   "Hazardous Work Prohibited to Minors Under 16 Years of Age"
   Request forms for a 14 or 15 year old child to work after the hours of 6 p.m. to 10 p.m.
   "Handbook for Teen Wage Earners" (good student handout)
   "The Work Permit – Your Job – and the Bureau of Labor" (good student handout)
   "Who Says There are No Jobs for Teen-Agers" (good student handout)
   "Questions and Answers on Child Labor Laws"
   "Permits for Full Time Employment Can Be Issued only After –"
   "Acceptable Evidence of Age" (good student handout)
   "Handy Reference Guide to the Fair Labor Standards Act"
   Child labor orders for hazardous occupations.

   Miscellaneous publications concerning:
   Hired farm workers
   Agriculture and the child labor requirements
   Hospitals and nursing homes

Laundries and dry cleaning establishments

Schools

Construction industry

3. For information on federal Student Learner's Permits, Full-time Student Certificates, Student Worker Certificates, and, federal rules–and regulations on the employment of minors contact:

Wage and Hour Division
450 Golden Gate Avenue
Box 36018 (Room 10431)
San Francisco, California 94102
Attention–Miss Ann Leigh

CHAPTER VII

HOW CAN GOOD PUBLIC RELATIONS BE MAINTAINED?

Because the work experience education coordinator contacts members of the community more often than do other school personnel during the operation of a program, he carries the major responsibility for maintaining good public relations. During the time a student is enrolled in work experience education, he too serves as a "school representative" at his place of employment.

Valuable public relations opportunities occur when the coordinator makes the community survey, works with the advisory committee. The coordinator works with employers, participates in meetings of service clubs, the Chamber of Commerce, and community agencies specifically concerned with the welfare of youth and youth employment.

In addition to the coordinator's personal contacts, he should use newspapers, radio, television, window displays, and brochures, and should be constantly on the alert for student activities or accomplishments that have particular news value.

Good public relations with school personnel are essential if a work experience education program is to succeed. Therefore, the coordinator should make it his responsibility to keep his colleagues informed of the activities of the program at all times. Regular written reports of the activities should be made to the principal, superintendent, and board of education. Information may be provided to the instructional and guidance staffs in group meetings and assemblies as well as in personal conferences. Pamphlets, news items in the school paper, and bulletin board displays and posters may be used for this purpose. Work experience education students assigned to work within the school serve to give faculty members a firsthand understanding and appreciation of the program.

It is essential to have the cooperation of guidance personnel who have responsibility for aptitude and interest testing, scheduling, and many other activities directly related to work experience education. Therefore, the coordinator should make a particular effort to work closely with them and to gain their confidence and support.

Good public relations with parents are equally vital and parents should be thoroughly familiar with the program. The consent of parents must be obtained before a high school student can be admitted to the program, and after he has been enrolled, his parents should be kept informed of his progress. The coordinator may encourage parental cooperation and support by occasional visits to the home, telephone calls, group meetings with parents, and the distribution of brochures and pamphlets describing the program. Parents should also be informed of all events relative to the program that are scheduled for television and radio. Special activities such as student-parent banquets and school programs relative to work experience education can be planned to bring parents into the school. Every effort should be made to develop in parents a sense of pride in the accomplishments of their child.

APPENDIX A

SUGGESTED ORGANIZATIONAL PROCEDURES
FOR A NEW COOPERATIVE WORK
EXPERIENCE PROGRAM

GUIDELINES FOR OPERATING
VOCATIONAL EDUCATION PROGRAMS

APPLICATION FOR APPROVAL OF SPECIAL VOCATIONAL EDUCATION COOPERATIVE WORK EXPERIENCE PROGRAMS (Part G Funds)

Date _____

Educ. Agency _____ District Number _____

Address _____ City _____

Telephone Number of Project Originator _____

Project Originator _____

Identify the nature of the special project and the groups to be served by checking the proper spaces.

_____ Secondary _____ Post-Secondary _____ Adult

_____ Extension and improvement of existing programs _____ New Programs

---

Length of Program: Weeks _____ Hours/week _____

Starting Date _____ Ending Date _____

Will this be a continuing program: Yes _____ No _____

Estimated Enrollment: _____

Describe the proposed program as briefly as possible, following outline on back, supplying adequate detail to consider the project in terms of the established criteria. Attach additional pages as needed to complete the information requested. Source of Funds:

Local _____ Other _____ Federal _____

Total Budget _____

I certify that the programs, services or activities approved will be conducted in accordance with the State Plan for Vocational Education, as set forth in Form VE-66 and 67 (70), and will meet the characteristics of cooperative programs as outlined on the following pages.

_____ _____ _____

Authorized Representative Title Date

Approved _____

Disapproved _____

_____ _____

Oregon Board of Education Designated Representative Date

COOPERATIVE WORK EXPERIENCE PROJECT OUTLINE

The project should be typewritten (double spaced) on 8½ x 11 white paper on one side only. No special binder or hard covers are to be used. Please supply an original and two copies. The body of the proposal should be concise but sufficiently complete to provide for sound evaluation. It should cover the following:

1. Brief project description, including the major emphasis, to whom directed, e.g., age, grade level, sex, disadvantaged, and the estimated number of students affected.
2. Describe students to be served. (Educational background, age or grade level, socio-economic background, physical, social, or educational handicaps.)
3. Outline the measurable objectives in performance terms.
4. Description of personnel planned in the project and qualifications for key staff members.
5. Specific provisions for the participation of students enrolled in nonprofit private schools.
6. Cooperative efforts planned with other agencies.
7. List advisory committee and qualifications.
8. Outline specific plans for evaluation of the program including provisions for an evaluation by a source outside the local educational agency.
9. Assurance that all fund monies used for the project will be segregated in budget and accounting records to permit identification of fund and matching funds.
10. School drop-out rate and unemployment of area, if above average for state. (Give statistics and source.)
11. Attached Budget. Please attach on a separate page a detailed breakdown of the budget, using the outline below as a guide.

    BUDGET OUTLINE:

    a. Personnel including fixed cost
    b. Travel
    c. Supplies
    d. Other

    Total

The following criteria will be utilized to determine priority for reimbursing cooperative work experience projects.

Impact on unemployment of 18 to 24 year old youths, school drop-outs, needs of handicapped and disadvantaged, local and state manpower needs, adult unemployment, economically depressed areas. Assurance that the program cost will be reasonable. Interagency cooperation, and that programs will be represented by advisory committees. Local resources available.

APPLICATION FOR APPROVAL OF VOCATIONAL CURRICULUM

(Submit two copies for each curriculum)

Please complete this section for each 11th and 12th grade curriculum.

School_____ District No._____

Address_____

Vocational Curriculum_____ Date Submitted_____

Duration_____ to _____

(month) (day) (year) (month) (day) (year)

Will this be a continuing program? Yes___ No___

List below Occupational Course Titles within the Curriculum.

ATTACH ON A SEPARATE PAGE: CURRICULUM OBJECTIVES, COURSE OBJECTIVES & DESCRIPTIONS.

11th Grade	Instructional Time per week	12th Grade	Instructional Time per week
First Semester:		First Semester:	
Second Semester:		Second Semester:	

*Cooperative work experience is a part of the curriculum Yes__ No__
If Yes, Total minimum required hours

*Cooperative work experience is a part of the curriculum Yes__ No__
If Yes, Total minimum required hours

Identify Exploratory and/or Occupational Courses related to the Vocational Curriculum.

7th Grade 8th Grade 9th Grade 10th Grade

*Includes supervised farming projects, farm placement programs, and other supervised work experience.

For Local Educational Agency:

This curriculum meets the standards and requirements set forth in the Oregon State Plan for Vocational Education and meets the program assurances identified in PROVISIONS FOR APPROVAL OF SECONDARY VOCATIONAL PROGRAMS Form No. VE-66(70). The district will submit records as required by the State Board of Education.

Authorized Signature _____ Date _____

For State Office **only**:

This vocational curriculum has been entered into our records as approved. Approval will remain in effect until the curriculum is revised; eliminated from the school's offerings; or disqualified because it no longer meets approval criteria.

Recommended for Approval

(Date) _____ Occupational Specialist _____

Approval for State Board of Education

(Date) _____ State Director of Vocational Education _____

This vocational curriculum plan has not been approved for the following reasons:

Occupational Specialist _____

Date _____ State Director of Vocational Education _____

SUGGESTED ORGANIZATIONAL PROCEDURES FOR A NEW COOPERATIVE WORK EXPERIENCE PROGRAM*

1. Meet with the board of education to determine general program philosophy and policy.
2. Meet with administrator to formulate specific program philosophy and policy. (Counselors should be included.)
3. Contact the Chamber of Commerce (Retail Trades Committee) and request an opportunity to speak before the Chamber or Retail Trades or both.
4. Put on programs for civic clubs in the community.
5. Contact labor groups in the community.
6. Contact all members of the business community (recognized business leaders first) at their places of business to explain the program and determine if there is a work experience training opportunity.
7. Call a meeting of interested students. Get applications from students for the program.
8. Visit parents. Sometimes a telephone contact is adequate, but this is not recommended when a program is beginning. Support of parents is important and a personal visit in the homes of students is more likely to create understanding and support.
9. Arrange for conferences of student applicants and the Work Experience Coordinator to determine students' future vocational goals, school records, and schedule flexibility.
10. Arrange for prospective employers to inverview students.
11. Arrange for students to obtain work permits (if needed), social security numbers, transportation, etc.
12. Develop with employers on-the-job training plans (work process approach).
13. Develop an agreement form to be signed by employers or their agents, trainees, parents, or school officials. Each signer should have a copy of the agreement.
14. Develop classroom instructional materials and report forms.
15. Schedule coordination visits.
16. Explain the program to school faculty when opportunities arise.
17. Organize an advisory committee.
18. Continue the community survey.
19. Continue the student selection program.
20. Develop a publicity program.

* Suggested reference – Ivans and Ruge, "Work Experience in High School." The Ronald Press Company, New York, 1951, pp. 163–196.

CRITERIA TO FOLLOW IN OPERATING VOCATIONAL EDUCATION PROGRAMS

1. The administration develops and plans programs to meet the needs, interests, and abilities of students who want, need, and can benefit from vocational education.
2. The administration cooperates with and encourages teaching staff to improve instruction.
3. The effectiveness of the vocational education program in meeting student needs is evaluated on a continuing basis.
4. Students are admitted to the vocational education program on the basis of occupational objectives and potential for achieving occupational competency.
5. Vocational guidance is available to all students who want, need, and can benefit from vocational education.
6. Vocational programs are offered for all students who can benefit from vocational education instruction.
7. Vocational program offerings are evaluated and adapted to meet student needs.
8. Instruction creates learning experiences which meet the educational needs of individual students.
9. Students are provided with adequate instruction to help them achieve the occupational objectives of the curriculum pattern.
10. Students are provided with adequate instruction to encourage sound safety practices and promote healthy work attitudes.
11. Facilities, including equipment, instructional aids and supplies, enables students to meet the objectives of the program with efficiency.
12. The administration insures that the vocational education program is responsive to changing job requirements and labor market needs.
13. The administration plans and organizes a statement of future needs including costs for administration, guidance services, instruction and facilities.
14. Students are helped to select vocational curriculum on the basis of their capacity to succeed in the occupation or occupational cluster for which instruction is provided.
15. Guidance and counseling office maintains accurate and current information about employment opportunities in regional and local labor markets.
16. Program is designed to enable students to develop competencies necessary for further education or entry employment in the recognized occupations upon completion of the program.
17. There are substantial and identified opportunities for employment in the recognized occupations taught.
18. The vocational education program is designed to prepare individuals in an occupation or one of a group of closely related occupations.
19. The vocational education program is developed and conducted with the advice of an occupational advisory committee.
20. Facilities and equipment are comparable to conditions and equipment used in actual working situations.
21. Instruction is based on skills and knowledge required in the occupation or cluster of closely related occupations.
22. Adult supplementary vocational education courses are conducted to meet the occupational training needs of employed and temporarily unemployed adults.
23. Adult supplementary vocational education courses are developed to meet the needs of new job requirements and/or extension of existing skills and knowledge.

APPENDIX B

SUGGESTED OUTLINE FOR
RELATED INSTRUCTION COURSE

COOPERATIVE WORK EXPERIENCE

Related Classroom Instruction

I. Introduction to the Program
   - A. Purpose of the course
   - B. Multiple responsibility
     1. To school
     2. To employer
   - C. School credit and grading
   - D. Rate of pay
   - E. Work permits
   - F. Payroll deductions
   - G. Workman's Compensation

II. Essential Factors in Job Search and Application

NOTE: A more detailed "Job Finding Unit" may well be implemented at this point.

   - A. What types of jobs can I do?
     1. Research vocational books and magazines
     2. Study the job picture in the community
     3. Thoroughly study past experience and abilities
   - B. What types of jobs can I most enjoy?
     1. What hobbies do I enjoy?
     2. What jobs relate to them?
     3. Do I enjoy working with lots of people?
     4. Do I enjoy working alone?
     5. Do I prefer indoor or outdoor work?
     6. What are my strongest likes and dislikes?
   - C. What agencies can help me?
     1. State Employment Service
     2. Private employment agencies
   - D. The initial contact
     1. What person of office to see
     2. Choosing the time and place
     3. The approach
     4. Strive for an interview
     5. Know of the firm in advance
   - E. Completing the application
     1. Have prepared resume
     2. Complete, accurate, neat

III. Basic Housekeeping Duties on all Jobs
   - A. Care of the space you work in
     1. Clean daily
     2. Thoroughly clean at longer intervals
     3. Organize and arrange equipment
   - B. Care of the equipment used
     1. Clean daily
     2. Inventory for loss daily at end of shift when putting away
     3. Use properly to avoid breakage
     4. Repair, service and generally care for
   - C. Share in general housekeeping
     1. Daily cleaning of shop, store, etc.
     2. Extra cleaning in any slack time
     3. Periodically cleaning thoroughly, including equipment, windows, etc.

IV. Human Relations, Conduct and Appearance on the Job
   - A. Relations with other workers
     1. Benefits derived
        - a. Helpful suggestions
        - b. Cheerful atmosphere
        - c. A first step to promotion
     2. Benefits given others
        - a. Job satisfaction
        - b. Cooperation and mutual benefits
   - B. Relations with supervisors
     1. Understanding supervisors' problems
     2. Value of your individual responsibility
   - C. Results of horseplay on the job
     1. Danger to self and others
     2. Annoyance
     3. Interference with work
   - D. Value of cheerful personality
     1. Increases personal production
     2. Contributes to unit production
   - E. Proper appearance on the job
     1. Cleanliness always
     2. Improved personal feeling
     3. More pleasant for others
     4. Selection of attire for each job
     5. Care of employer furnished uniforms

V. Personal Habits and Health Habits, Effect on the Job
   - A. Personal habits
     1. Considerate of others
     2. Offensive habits avoided
        - a. Smoking in improper places
        - b. Leaving unclean facilities
        - c. Use of distasteful language
        - d. Annoying habits and mannerisms
        - e. Pleasant and appropriate dress
   - B. Health habits
     1. Cleanliness of person
     2. Sound eating and sleeping habits
     3. Results in:
        - a. Less sick leave

b. Alert, efficient and safe work
c. Pleasant personality

VI Personal Finances, Effects on the Job

A. The worry-free worker
B. No embarrassing efforts to garnishee wages
C. The demonstration of your sound judgment

VII. Personality Growth and Development

A. Benefits of desirable recreation
B. Benefits of public service activities
C. Benefits of intellectual activities

VIII. Telephone Skills

A. Telephone etiquette
B. The telephone voice
C. Making the telephone work for you

IX. Business Math

A. The sales slip
1. Sales tax
2. Excise tax
3. Extending cost figures
4. Discounts
5. Inventory
B. Record keeping
1. Cash records
2. Stock records
C. Pricing
1. Mark-up computations
2. Fractional unit prices
3. Average prices
D. Payroll computations
E. Sales commissions
F. Borrowing and interest
G. Weights and measures

X. Business Communications, Oral and Written

A. Oral communication
1. The conversation voice
2. The speaker's platform voice
3. The telephone voice
B. Written communication
1. The formal letter
2. The business memo
3. The note or message

XI. Safety on the Job

A. Worker's responsibility
1. For his own safety
2. For safety of others
3. For seeing and reporting hazards
B. Building safe attitudes
1. Avoiding horseplay
2. Wise use of tools and materials
3. Proper storage and stacking of merchandise

XII. Automation and Projected Changes

A. Will my job exist tomorrow?
1. What was my job like ten years ago?
2. What new skills are needed today?
3. What trends are apparent?
B. What new skills are growing in my occupation?
1. Is training needed?
2. Are schools available?
3. Is home study material available? Where?

XIII. Business Law, Liability, Contracts, Warranties

A. Finance contracts
1. Importance of accuracy
2. Importance of signature
B. Agents' liability
1. Authority granted by employer
2. Limitations on employer's authority to obligate employee
C. Warranty adjustments

XIV. On-the-Job Training and Directly Related Instruction

A. Directly related training
1. Approximately 40% of class time will be devoted to directed independent study and individual project work in which each student will be pursuing specific subject matter which is directly related to the learning taking place in the job training station to which each student is assigned.

APPENDIX C

SAMPLE FORMS USED IN THE OPERATION OF
A WORK EXPERIENCE EDUCATION PROGRAM

Community Survey
Student Interest Survey
Job Inventory
Training Agreements (samples)
Application for Interview for a Work
Experience Education Program
Teacher's Recommendation of Student
Coordinator's Rating of Work Performance
Employer's Rating of Work Performance
Employer's Midsemester Progress Report
Student's Weekly Record
Follow-up Letter to Graduates

Your High School
City, Oregon Zip Code

COMMUNITY SURVEY
Work Experience Education Program

The (name) High School is considering beginning a work experience education program in which students are placed part time in business or industrial establishments for on-the-job training, for which they receive school credit. Your answers to the following questions will help the school to determine the need for such a program in (city). All information will be held in strict confidence.

Name of firm_____ Phone_____

Address_____

Type of business_____ Business hours_____

Name of person
completing questionnaire_____ Position_____

1. Approximately how many high school students does your firm now employ?

   Male_____ Female_____

2. Approximately how many full-time employees does your firm employ?

   Male_____ Female_____

3. What is the union status of your firm's employees? (Check the one that applies.)

   Nonunion ( ) Voluntary union ( ) Compulsory union ( )

4. Are temporary workers employed by your firm during any of the following times? (Check those that apply.)

   Christmas ( ) Summer ( ) Weekends ( ) Other times ( )

5. What are your sources for the recruitment of new employees? (Check those that apply.)

   High School placement service ( )
   Voluntary applications ( )
   Other (specify) ( )

6. Which of the following are characteristic of your beginning, inexperienced employees? (Check those that apply.)

   Ability to express themselves well ( )
   Ability to spell correctly ( )
   Good knowledge of business arithmetic ( )
   Initiative ( )
   Responsibility and punctuality ( )
   Ability to follow directions ( )
   Ability to meet the public ( )
   Ability to get along with fellow workers ( )_____

7. Do you think a program designed to give students on-the-job training would be of value to the following? (Check those that apply.)

Your city students:	Yes ( )	No ( )	Undecided ( )
Your city employers:	Yes ( )	No ( )	Undecided ( )
The whole community:	Yes ( )	No ( )	Undecided ( )

8. Would your firm be interested in cooperating with the school in providing on-the-job training for interested and capable students? (Check those that apply.)

Interested	( )	Undecided	( )
Want more information	( )	Not interested	( )

Your High School

STUDENT INTEREST SURVEY
Work Experience Education Program

Name of Student_____ Date_____

Occupational Interest or Goal_____ Year_____

I am employed part time: Yes_____ No_____

Occupation_____

Name of employer_____

Address of employer_____

I am not currently working, but I am interested in work experience education:

Yes_____ No_____

I am working and feel I would benefit from classroom training that would help me do a better job:

Yes_____ No_____

I am undecided. Please give me additional information:

Yes_____ No_____

Signature_____

JOB INVENTORY
Work Experience Education Program

Name of person who will interview_____ Date_____

Name of firm_____

Address_____ Phone_____

Name of specific job_____

Duties and responsibilities_____

Special abilities_____

Special clothing_____

Union: Yes_____ No_____ Business Agent_____

Name of union_____ Local No._____

Address_____

Prefer boy or girl_____ Job future_____

Employment hours: From_____ to_____ Sat._____ Holidays_____

Wages Best time for interview

Students sent for interview:

_____ School_____ Date_____ Time_____

_____ School_____ Date_____ Time_____

_____ School_____ Date_____ Time_____

_____ School_____ Date_____ Time_____

_____ School_____ Date_____ Time_____

Successful candidate_____

Date started to work_____

Outcome_____

SAMPLE
TRAINING AGREEMENT

Student's Name_____ Birth Date_____ Age _____

Student's Address_____ Telephone_____

Name of School_____ Telephone_____

Name of Training Station_____ Telephone_____

Address of Training Station_____

Name of Training Sponsor_____ Position_____

Dates of Training Period: From_____ To_____

Avg. no. of hours to be worked by the Student-Learner: Per Day_____
Per Week_____

Student-Learner's rate of pay_____ Career Objective_____

Brief outline of major areas of realted instruction to be provided in class:

BRIEF OUTLINE OF EXPERIENCES AND TRAINING TO BE PROVIDED AT TRAINING STATION:

Responsibilities of the student-learner:

1. The student-learner will keep regular attendance, both in school and on the job, and cannot work on any school day that he fails to attend school; he will notify the school and employer if he is unable to report.
2. The student-learner's employment will be terminated if he does not remain in school.
3. The student-learner will show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress and a willingness to learn.
4. The student-learner will consult the coordinating teacher about any difficulties arising at the training station.
5. The student-learner will conform to the rules and regulations of the training station.
6. The student-learner will furnish the coordinating teacher with all necessary information and complete all necessary reports.

Responsibilities of the Parents:

1. The parents will encourage the student-learner to effectively carry out his duties and responsibilities.
2. The parents will share the responsibility for the conduct of the student-learner while training in the program.
3. The parents will be responsible for the safety and conduct of the student-learner while he is traveling to and from the school, the training station, and home.

Responsibilities of the Training Sponsor:

1. The sponsor will endeavor to employ the student-learner for at least the minimum number of hours each day and each week for the entire agreed training period.
2. The sponsor will adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.
3. The sponsor will see that the student-learner is not allowed to remain in any one operation, job, or phase of the occupation

beyond the period of time where such experience is of educational value.

4. The sponsor will consult the coordinating teacher about any difficulties arising at the training station.
5. The sponsor will provide experiences for the student-learner that will contribute to the attainment of the career objective.
6. The sponsor will assist in the evaluation of the student-learner.
7. The sponsor will provide time for consultation with the coordinating teacher concerning the student-learner.
8. The sponsor will provide instructional material and occupational guidance for the student-learner as needed and available.

Sample Form

COOPERATIVE EDUCATION – TRAINING AGREEMENT

By this agreement the _____ will permit
(training agency)

_____ to enter its establishment for
(student)

the purpose of securing training and knowledge in _____
(occupation)

All persons concerned jointly agree to the following conditions:

1. That the training will extend from _____ 19___ to _____ 19___ five days per week.
2. That the trainee and the training agency will have a probation period of _____ weeks. At the end of this period the trainee, training agency, or the coordinator may terminate this agreement.
3. The trainee will divide his time: in school _____ .
   Laboratory period _____ .
4. The trainee will be supervised by: in school _____ .
   Laboratory period _____ .
5. The school will make provision for the student to receive related and technical instruction in the above occupation.
6. The training during the laboratory period shall be progressive. It shall provide for the trainee's passing from one job to another in order that the trainee may become proficient in different phases of the occupation.
7. All complaints shall be made to and adjusted by the coordinator.
8. The coordinator shall have authority to transfer or withdraw the trainee at any time.
9. The trainee may work after 4:00 p.m. and/or on Saturdays as he may arrange with the training agency.
10. The student promises to abide by all implied and stated terms included in this memorandum. The student shall be bound during the laboratory period by the ordinary school regulations. The parent or guardian shall be responsible for the conduct of the student while in training.

SIGNED:

_____ _____
(Employer) (Student)

_____ _____
(Coordinator) (Parent or Guardian)

TRAINING AGREEMENT
DIVERSIFIED OCCUPATIONAL PROGRAM

This agreement made and entered into this_____day of_____ , 197 , by and between School District_____ , _____County by and through its vocational and educational department, hereinafter called school; and_____ , hereinafter called employer; and _____ , hereinafter called student-learner; and_____ , parent or guardian of student-learner, hereinafter called parent.

WHEREAS, the school has entered into a diversified occupational program under applicable state and federal statutes and has been approved by the State Department of Education.

Section 1. The student-learner agrees as follows:

(a) That he or she will enter this program as a_____ to learn as much as the employer can provide in the nature of the job information, skills and attitudes;

(b) That he or she is 16 years of age or older;

(c) That he or she and the employer will secure a work permit if one is required;

(d) That he or she will be honest, punctual, cooperative, courteous, and make an honest effort to learn and abide by all rules of this program;

(e) That he or she will keep regular attendance both at school and on the job. The student-learner cannot work on any school day that he fails to attend school. Exceptions are permissible only with the mutual consent of the employer and teacher-coordinator;

(f) That he or she who quits school loses this job at once. (Any job change must be arranged in advance by the employer and the teacher-coordinator.)

Section 2. The parents agree as follows:

(a) That they will be responsible for their child in this program;

(b) That they will assist the student-learner in obeying the rules of the training program;

(c) That they approve and agree that the student-learner shall participate in said program and training station.

Section 3. The school agrees as follows:

(a) That the school has qualified with the State Department of Diversified Occupational Programs;

(b) That they will provide classroom instructions for the student and will provide a teacher-coordinator to supervise the student-learner on the job;

(c) That the teacher-coordinator will make periodic visits to observe the student-learner on the job and consult with the employer and student-learner. Evaluation of job performance will be a joint effort of the teacher-coordinator and the employer;

(d) That two school credits will be given for successful completion of the program by the student-learner: one for classroom work and one for successful job performance;

(e) That in the event the occupational training program includes hazardous work, United States Labor Regulation 1500.50, Section C, Subsection 2 will be complied with in that:

(1) Classroom safety instructions will be given and coordinated in by the employer on-the-job training, and

(2) That a schedule of the organized and progressive work program to be performed on the job will be prepared.

Section 4. The employer agrees as follows:

(a) That he will employ the student-learner as a_____ ;

(b) That he should not terminate the job of any employee to accommodate the program;

(c) That he will inform regular employees of their important role in the assisting in the training of the student-learner and of the school's request for their cooperation;

(d) That the wages paid will comply with the Federal Wage Law and the State Wage Laws;

(e) That the hours of the student-learner will be determined by the employer, provided, that due to the fact the student-learner will work during the legal school day, the school requests the right to approve the working hours;

(f) The employer is urged to keep the student-learner on the job for at least the minimum number of hours agreed upon. The employer agrees to hire the student-learner for at least a minimum of fifteen (15) hours of work per week, including Saturdays and a school holiday. This average is spread over the full school semester;

(g) That the employer agrees to provide Workman's Compensation protection for the student-learner;

(h) That the employer may discharge the student-learner for just cause; however, the teacher-coordinator requests consultation with the employer beforehand when possible;

(i) That in the event the training program is for an occupation considered hazardous, the following provisions of the Code of Federal Regulations, title 29, part 1500, subpart E will be complied with and in particular, Section 1500.50, Subsection C, paragraph 2 which requires:

(1) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training;

(2) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

(3) That safety instructions shall be given by the school and will be correlated by the employer with on-the-job training; and

(4) That the school and the employer will provide a schedule of organized and progressive work processes to be performed on the job.

1. School District No._____

_____
By teacher-coordinator

2. _____
Corporate name

_____
By employer

3. _____
Student-learner

4. _____
Parent

Your High School

APPLICATION FOR INTERVIEW
For a Work Experience Education Program

Name _____ Phone _____

Parents or guardian _____

Home address _____

Birth date _____ Height _____ Weight _____ Sex _____

How many times (total number of all classes) have you been tardy this year? _____

How is your general health? _____

List all the business subjects that you have taken in high school:

_____

_____

Are you working now? _____ Where? _____

Why do you want to be in the work experience education program next year?

_____

Do you believe you will have a job when school starts next fall? _____

If so , describe it: Hours _____ Wages _____ Duties _____

_____

What school subjects will you register for but agree to drop if you are placed on a job in the work experience education program?

_____

What kinds of jobs interest you most? Why? _____

_____

For references, give the names of two teachers (business teachers preferred; not the coordinator)

_____

I understand that this application is for an **interview only** and that, if I am selected to be in the work experience education program, I will accept the responsibilities required of me by the school and my employer. I realize that I must successfully complete the job training to receive school credit for graduation.

_____ _____

Approved by counselor Signed by applicant

CONFIDENTIAL

Your High School Placement Office

TEACHER'S RECOMMENDATION OF STUDENT
For Work Experience Education Program

Date_____

To_____

_____
(Teacher's name)

_____ _____
(Subject) (Room)

_____ has applied for placement in the following
(Name of student) fields of work:

1._____ 2._____ 3._____

Your name has been included in the student's list of references who know him well. Please evaluate this student as you know him/her in and/or out of the classroom.
Feel free to make additional comments.
Please return this form promptly to coordinator or placement office.
Thank you for your cooperation.

	Excellent	Good	Fair	Poor	Comments
1. Cooperation					
2. Reliability					
3. Industry					
4. Promptness					
5. Personality					
6. Training					

If you were in a position to employ this student, WOULD YOU? Yes_____ No_____

_____
(Teacher's Signature)

EMPLOYER'S RATING OF WORK PERFORMANCE
Work Experience Education Program

Trainee's Name _____ Office _____

Employer _____ Date _____

Company _____ From _____ to _____

Your constructive criticism enables us to provide better instructional training. Please evaluate the following traits of the above-named trainee by circling: (0) unsatisfactory; (1) poor; (2) good; or (3) excellent.

Personal traits

Grooming	0	1	2	3
Suitability of dress	0	1	2	3
Personal hygiene	0	1	2	3
Deportment	0	1	2	3
Speech	0	1	2	3
Interest in work	0	1	2	3
Cooperation	0	1	2	3
Initiative	0	1	2	3
Adaptability	0	1	2	3
Ambition	0	1	2	3
Tact	0	1	2	3

Skill in

Typing	0	1	2	3
Shorthand	0	1	2	3
Transcription	0	1	2	3
Filing	0	1	2	3
Grammar	0	1	2	3
Mathematics	0	1	2	3
Spelling	0	1	2	3
Punctuation and capitalization	0	1	2	3
Proofreading	0	1	2	3
Office machines	0	1	2	3

Ability to

Understand instructions	0	1	2	3
Follow directions	0	1	2	3
Attend to details	0	1	2	3
Keep on the job	0	1	2	3
Take criticism	0	1	2	3

Business techniques

Meeting people	0	1	2	3
Use of telephone	0	1	2	3
Use of sources of information	0	1	2	3
Use of supplies	0	1	2	3
Office housekeeping	0	1	2	3

General rating of trainee (please circle one): 0 1 2 3

Please list any points that should be emphasized in his training:

1. _____

2. _____

3. _____

Do you wish trainee to see this report? Yes___ No___

_____
(Employer's signature)

EMPLOYER'S MIDSEMESTER PROGRESS REPORT
Work Experience Education Program

Name of student worker_____ Date_____

Employer_____

Supervisor_____

1. *Job competence:* How well does this student meet your normal standards of performance?
   Very well_____ Average_____ Below average_____

2. *Progress on the job:* Does this student show evidence of satisfactory growth?
   Yes_____ No_____

3. *Relations with other people:*
   How well does this student respond to supervision?
   Very well_____ Average_____ Below average_____
   How well does this student get along with fellow workers?
   Very well_____ Average_____ Below average_____
   How well does this student represent your company in public contacts?
   Very well_____ Average_____ Below average_____

4. *Attendance:* Is student's record of punctuality and regularity satisfactory?
   Yes_____ No_____

5. *Dependability:* How well does he accept responsibility and follow instructions?
   Very well_____ Average_____ Below average_____

6. *Initiative:* Does he have constructive ideas? Is he a self-starter?
   Yes_____ No_____

7. *Appearance:* Does this student meet your standards of grooming for this job?
   Yes_____ No_____

8. *General comments:*
   Student could profit from suggestions for improvement in these areas:

   _____

   Student appears to show strength in these areas:

   _____

   Additional comments or suggestions:

   _____

9. Have you discussed this employee's progress with him?
   Yes_____ No_____

_____
(Employer's or supervisor's signature)

STUDENT'S WEEKLY PRODUCTION RECORD
Work Experience Education Program

Student's Name_____ Employer_____

Supervisor's Name_____

Week dating from_____ to_____ 19_____

Day	In	Out	Total Hours	Hourly Wage	Total Wages	Jobs Performed
M						
T						
W						
TH						
F						
S	— — —	— — —		— — —		

SUMMARY OF WEEK'S WORK:

What problems came up on which you would like help or class discussion?

What mistakes did you make? How did you handle the situation?

What new jobs or procedures did you learn from your work this week?

Describe the most interesting incident or experience you had this week.

Other comments on your work or class discussion of your work.

FOLLOW-UP LETTER TO GRADUATES
Work Experience Education Program

Dear Graduate:

We like to keep in contact with former trainees to know what they are doing, to help them in any way possible, and to get their suggestions for improving our cooperative training program. May we ask your assistance?

In order to keep school records up to date, we should appreciate your furnishing the information requested on the enclosed sheet. It will be kept confidential.

Please fill out this sheet as soon as you can and mail it in the enclosed self-addressed, stamped envelope. Thank you for your cooperation.

Sincerely yours,

Coordinator

If a double postal card is used, the second and third paragraphs might be combined and changed to read:

> In order that school records may be kept up to date, please fill in every blank and mail the attached card promptly. The information you send will be kept confidential, and will aid in planning future programs. Thank you for your cooperation.

Information on the follow-up questionnaire would also have to be condensed if a postal card were used. Such a form could include:

Date_____

NAME_____ Name in school records_____

Present address_____

Present employer_____

Present type of work_____

Other employment since completing the work experience education program:

Job title	Name of company	Months employed

Training since high school_____

What topics covered in cooperative training have been most beneficial to you?_____

What should be added to the course?_____

How has the training helped you, either in business or personal use?_____

APPENDIX D

SAMPLE PLAN OF OPERATION FOR A COOPERATIVE WORK EXPERIENCE EDUCATION PROGRAM

A HIGH SCHOOL PLAN FOR THE ADMINISTRATION AND OPERATION OF A COOPERATIVE WORK EXPERIENCE EDUCATION PROGRAM

I. Details of cooperative work experience education

A. Description

Cooperative work experience education, having as its purpose the supervised part-time employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil should be related to the occupational goal of the pupil.

B. Work stations. In selecting work stations, the district should observe the following criteria:

1. The employer is in sympathy with the educational objective of providing work experience for the pupil.
2. The employer knows of the intent and purpose of the cooperative work experience education program.
3. The work station offers a reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled.
4. The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.
5. Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupils.
6. The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.
7. The employer, as required by law, will provide adequate compensation insurance.
8. The employer will maintain accurate records of the pupil's attendance.

C. Related classes

Every student enrolled in a cooperative work experience education program shall attend a related class an average of five hours each week which must be attended all semesters the student is enrolled in the program.

II. Records

The district shall maintain records that shall include:

A. A record of the type of work experience in which each pupil is enrolled, where he is employed, and the type of job held.

B. A record of work permit issued, if applicable.

C. The employer's report of pupil attendance and performance on the job.

D. The coordinator's report of his observations of the pupils.

E. The coordinator's report of his consultations with employers.

F. The coordinator's rating of each pupil, including grade.

G. Training agreement.

III. Supervision

"Supervision" refers to supervision of the program and not supervision of the student on the job. Each high school will assign a teacher-coordinator to teach related classes and coordinate the students on the job. His duties will be to:

A. Make on-the-job observation of the pupil and consult with employers. These visitations shall not occur less than twice each semester for each student as a minimum. Optimally the coordinator will visit each student trainee at his work station each month.

B. Hold individual consultations with students.

C. Consult with the student's counselor concerning student's achievements in school and on the job.

D. Evaluate the student's work both on the job and in class. Grades are computed twice a semester as in all other courses.

IV. Responsibilities of the school

A. It shall be the responsibility of the school to:

1. Provide sufficient services for initiating and maintaining work stations.
2. Provide related instruction.
3. Provide clerical help to perform necessary clerical services needed for the program.
4. Maintain a record-keeping system of all data pertinent to the program. This system will include:
   a. A record of the type of work experience in which each pupil is enrolled – where he is placed, the

number of credits he earns, and who serves as his immediate supervisor in the placement.

b. The employer's report of pupil's attendance and performance in the placement.

c. The teacher-coordinator's grades of work performed in the related class.

d. The teacher-coordinator's report of his consultations with employers.

e. The teacher-coordinator's report of his observations of the pupil in the placement.

5. Comply with all legal requirements, federal, state, and local in making placements.

6. Assume whatever necessary insurance is involved; accident, liability, and workmen's compensation.

B. Responsibilities of the student.

It shall be the responsibility of the student enrolled in this program to:

1. Obtain the written permission of his parent or guardian.
2. Maintain his school grades satisfactorily.
3. Attend all related classes and perform all assigned work.
4. Report to the coordinator any unsatisfactory aspects of his placement.

C. Responsibilities of the employer

It shall be the responsibility of the employer participating in this program to:

1. Instruct student as to rules, regulations, and duties.
2. Provide adequate supervision for student and to help him progress on job.
3. For each student employee, give the school a performance rating that may be used in the determination of his grade.
4. Confer with the coordinator regarding any problems.
5. Provide adequate insurance.
6. Maintain accurate records of the student's attendance.